DOCUMENT RESUME

ED 258 436 EC 180 207

TITLE Nutrition Activities Guide for Students in Special Education: Citywide Programs.
INSTITUTION New York City Board of Education, Brooklyn, N.Y. Div. of Special Education.
PUB DATE Aug 84
NOTE 164p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Cooking Instruction; Daily Living Skills; *Disabilities; *Eating Habits; Elementary Secondary Education; *Foods Instruction; *Nutrition; Physical Development; Special Education

ABSTRACT

The guide is designed to provide special education students with nutrition education in terms of daily living skills. Activities are organized according to five themes: what we eat (awareness of the physical and sensory characteristics of food, identification of food eaten at various meals); how we eat (identification of cutlery, manners, use of napkins); making choices (identifying likes and dislikes); reasons for eating certain foods (identifying non-healthy and healthy foods); and how food is prepared (participating in meal preparation, making a class cookbook of easily prepared foods). (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

5292

NUTRITION ACTIVITIES GUIDE

For Students in Special Education
Citywide Programs

ED258436

EC180207

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

NUTRITION ACTIVITIES GUIDE FOR STUDENTS IN SPECIAL EDUCATION CITYWIDE PROGRAMS

BOARD OF EDUCATION OF THE CITY OF NEW YORK

DIVISION OF SPECIAL EDUCATION
OFFICE OF PROGRAM DEVELOPMENT
CURRICULUM DEVELOPMENT UNIT

EC 180 211

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Lorilee Lawson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BOARD OF EDUCATION OF THE CITY OF NEW YORK

James F. Regan, President

Miguel O. Martinez, Vice President

Amelia Ashe

Joseph G. Barkan

Stephen R. Franse

Irene Impellizzeri

Marjorie A. Lewis

Nathan Quinones, Chancellor

Charlotte Frank, Executive Director
Division of Curriculum and Instruction

Edward M. Sermier, Chief Administrator
Division of Special Education

FOREWORD

Recent studies have demonstrated that nutrition and physical fitness impact on both the growth and learning processes. It is, therefore, most important that students in low incidence classes be provided with information regarding nutrition and health.

This Nutrition Activities Guide for Students in Special Education Citywide Programs is designed to provide that nutrition information, as well as to enhance communication programs and to promote maximum student participation.

The Division of Special Education looks forward to your feedback on this pilot edition and to your suggestions for preparation of additional material in this area.

Edward M. Sermier

ACKNOWLEDGMENTS

The Nutrition Activities Guide for Students in Special Education Citywide Programs is a project of the Division of Special Education, Edward M. Sermier, Chief Administrator, and Gloria B. Cole, Director, Office of Program Development.

The Guide was prepared as a project of the Division of Special Education, Curriculum Development Unit, Lorelle Lawson, Administrator.

Grace Shevel, JHS 17M, and Judi Tucker, PS 158M, were the writers. Jennifer Ivey, PS 369, was the project illustrator. Howard Schwach, IS 53Q, was the project editor.

Appreciation is extended to William Jesinkey, Deputy Assistant Superintendent, Citywide Programs and Sidney Miller, Principal of PS 396 for their support and cooperation in the development and field testing of this Guide.

Special thanks is given to SETRC for its assistance in the publication of this Nutrition Activities Guide for Students in Specical Education Citywide Programs and to Edith Wolf, Director, Office of Staff Development, Division of Special Education for her assistance in the publishing of this project.

The Division of Curriculum and Instruction, Charlotte Frank, Executive Director, cooperated in the planning of the Guide. Morris Friedman, Director of the Office of Curriculum Development and Support, Sylvia Schecter, Director of Health and Physical Education Unit, and Mel Warren, Assistant Director, Health and Physical Education Unit provided consultation during the planning stages of this Guide.

Margo Mays-Williams, Curriculum Development Unit, was the administrative staff member responsible for preparation and production of this manuscript.

August 1984

TABLE OF CONTENTS

FORWORD iii

ACKNOWLEDGMENTS iv

TABLE OF CONTENTS v

INTRODUCTION 1

HOW TO USE THIS GUIDE 3

DIRECTIONS FOR CONSTRUCTION YUM YUM AND PEANUTS 5

INTRODUCTORY LESSON 11

THEME: WHAT DO WE EAT? 15

THEME: HOW DO YOU EAT YOUR FOOD? 61

THEME: MAKING CHOICES 93

THEME: WHY DO YOU EAT WHAT YOU EAT? 115

THEME: HOW IS YOUR FOOD PREPARED? 133

BIBLIOGRAPHY 159

INTRODUCTION

This Nutrition Activities Guide for Students in Special Education Citywide Programs is designed for use with students in Citywide Programs. These students often exhibit severe deficits and delays in basic areas of human development. The major emphasis in curriculum planning for this population is to increase adaptive behavior in basic living skills, to promote as much independent behavior as possible and to maximize the potential of each student.

Curriculum development for students in Citywide Programs must have as a primary concern the relevance and meaningfulness of the instructional content. The fact that food is vital for all aspects of human development has major significance in terms of the instructional process for this population.

This Guide is based on the philosophy that nutrition education can provide a context through which daily living skills can be developed. The activities in this Guide are designed to provide the basis for integrated learning experiences in this important area.

Food is the basis of life. It is a primary source of health and well being. What a person eats can affect the length and quality of his or her life. What a child eats can affect his/her ability to learn. Food makes a difference in how we feel physically, psychologically and emotionally. It is fundamental to all aspects of life.

Nutrition education encompasses all areas of growth and development including physical, intellectual, psychological, emotional and social. The activities in this Guide provide many diverse daily living experiences which are designed to accomplish the following broad goals:

Physical Development (Awareness, Sensory Stimulation, Observation)

- to actively provide students with opportunities to explore and to do
- to provide a variety of nutritional experiences that stimulate sense of touch, smell, sight, taste, hearing
- to provide experiences that develop awareness of experimentation color, form, texture, shape

Intellectual

- to provide activities which involve a variety of basic learning concepts such as body parts, naming, counting, etc.
- to provide activities which promote elementary understanding of the connection between health, growth and food
- to provide activities which promote elementary understanding that food is related to well being

Psychological/Emotional

. to provide activities which develop positive attitudes toward food
. to provide activities which develop interest in a wide variety of food
. to promote a willingness to accept a variety of food
. to explore new forms of eating patterns
. to stimulate interest in food and eating
. to promote enjoyment and appreciation of eating as a pleasurable experience
. to provide food experiences which evoke feelings of warmth, comfort, belonging and joy

Social

. to provide experiences which develop understanding that eating is a social experience
. to promote socialization through the process of obtaining, preparing and serving food
. to provide learning experiences in sharing
. to develop concern for others by encouraging cooperation and sharing
. to develop an understanding that food is part of happy situations that give us pleasure
. to provide food experiences which involve participation in the traditions, festivals and celebrations of life

It is hoped that use of this Guide will result in many successful learning experiences for the citywide population.

HOW TO USE THIS GUIDE

The Nutrition Activities Guide for Students in Special Education Citywide Programs consists of five themes: What Do We Eat, How Do We Eat, Why Do We Eat What We Eat, Making Choices, and How Our Food Is Prepared. Some of the activities in the themes contain an extender. These extenders may be used for the higher functioning students in Citywide Programs. It is important that teachers review each activity to insure its appropriateness for their individual class. Activities in this Guide may be modified to meet individual needs.

The activities in this Guide have been designed to accomodate the use of a total communication approach for those students who communicate on a non verbal level. The appropriate signs for use with this Guide may be found in A Total Communication Program for the Severely and Profoundly Handicapped.

Sequencing

It is suggested that the Introductory Lesson "Introducing Yum Yum" and the lessons in the theme "What Do You Eat?" be presented first. After the first three or four lessons, the remainder need not be taught in order. The other themes can be presented in any order, but within each theme the first three or four lessons should be introduced first in order to establish the initial structure of the unit.

Use of Puppets

Two hand puppets, Yum Yum the Clown and Peanuts, play a central role in the learning activities. Patterns of Yum Yum and Peanuts have been included to assist the teacher in constructing these puppets. Puppets already available may be adapted by constructing a hat, a clown collar, and/or other identifying clown features. These puppets help to provide a structure which unifies the individual lessons. The puppets are used as a motivational device and provide the students with tangible objects to whom they can relate on a personal level.

Use of Music

Music is used frequently throughout the lessons in this Guide. Music contributes to the learning process by increasing comprehension, retention, and concepts. The introductory song and first few songs presented utilize original tunes. The music for these songs is included at the end of each lesson. The remainder of the songs make use of tunes which are familiar to both teachers and students. The songs should be sung several times to increase familiarity and to reinforce the learning.

The Lessons

Each lesson in this Guide was designed to be used as a prototype. The individual lessons should be repeated as often as necessary in order to accomplish the objectives. In addition, the model lesson can be adapted by varying foods, skills, and/or activities. Within each lesson, emphasis should be placed on infusing the activities with as much concrete active participation as possible.

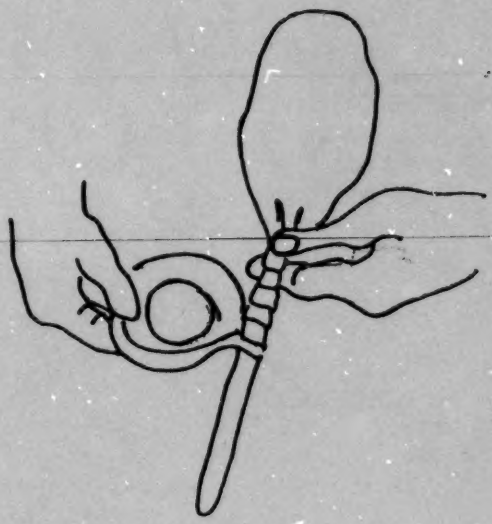
Use of Extenders

The extender activities provide many additional learning experiences which may be used with individuals or small groups of students to reinforce concepts, to expand upon the concepts presented, to utilize multisensory materials and to provide participation in a wide variety of hands-on experiences.

CONSTRUCTION OF YUM YUM

Gather Materials:

Glue
Yarn
Newspaper, cotton, or old panty hose (cut into small pieces)
Buttons
Scissors
Masking tape
Old shirt
Broom pole or wooden dowel
Stapler
Wire hanger



Step 1

Cut off the toe half of sock and stuff with newspaper, cotton, or pantyhose.

Step 2

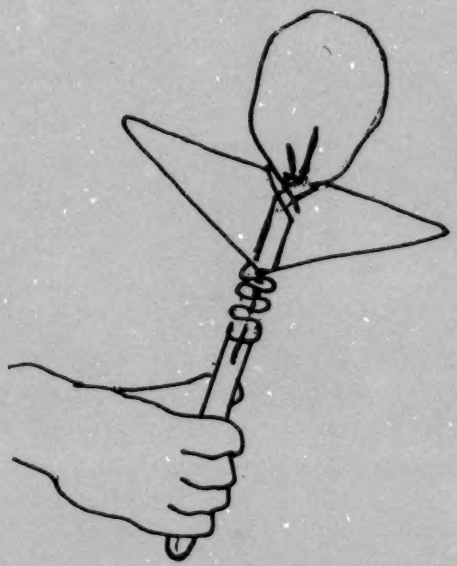
With masking tape, tape sock head onto a broom handle or wooden dowel.

Step 3

Take the wire hanger and bend the hooked end until it is straight.

Step 4

Using masking tape, tape the hanger to the pole or dowel. Also, place masking tape at the neck (Note: Be sure the masking tape is crisscrossed).

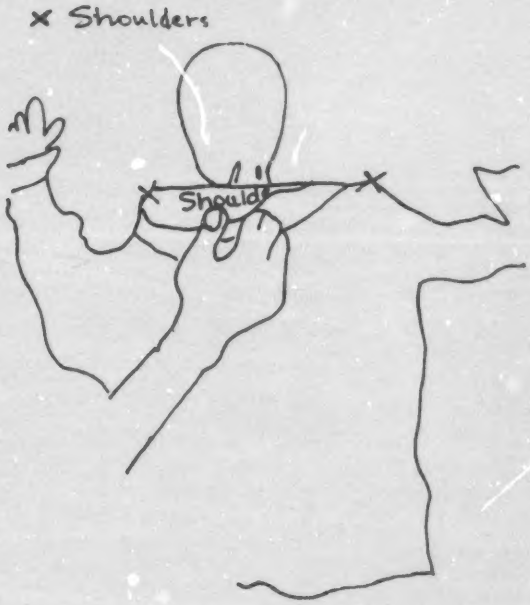


Step 5

Put the old shirt on the puppet.

Step 6

Staple the shirt on the hanger (Note: the X's in the illustration show where the shirt should be tacked).



Step 7

Glue eyes, hair, mouth, apron or any other decorations. (Use your imagination.)

CONSTRUCTION OF PEANUTS

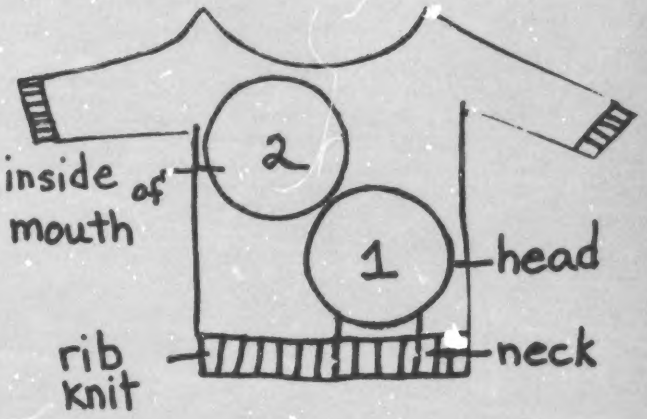
Gather Materials:

Glue
Old sweater with ribbing
Scraps of material
Buttons
Scissors
Dinner size paper plate
Chalk

Step 1

1. Trace paper plate with chalk near waist of sweater-mark off neck.

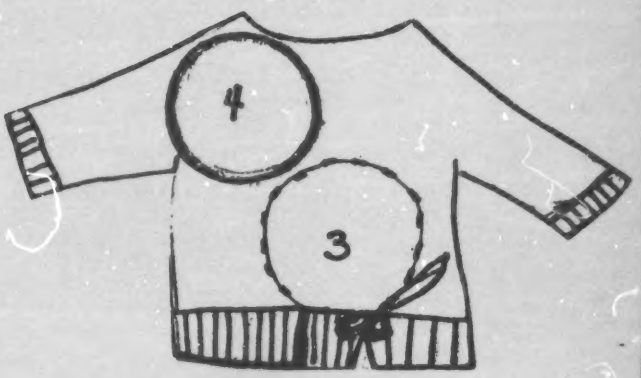
2. Trace paper plate near neck line of sweater (Note: Make sure sweater is double).



Step 2

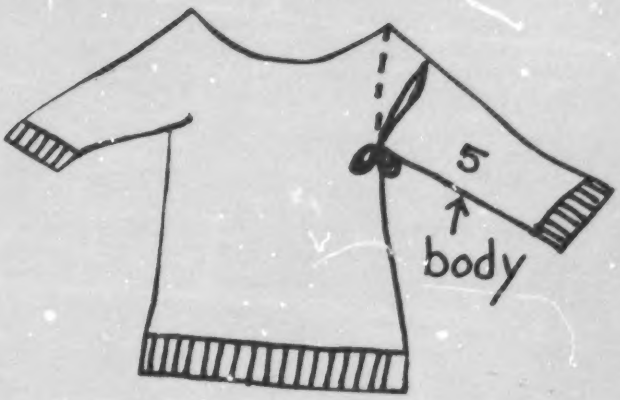
3. Cut out head shape starting from the waist ribbing (Note: Make sure you are cutting back and front of sweater.

4. Cut out mouth shape.



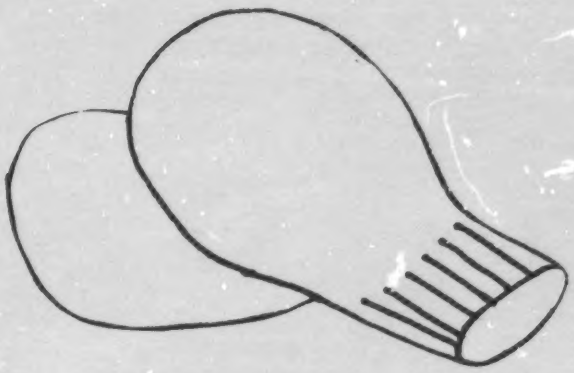
Step 3

5. Cut off one sleeve at the shoulder. This will form Yum Yum's body.



Step 4

6. Separate the two head pieces.



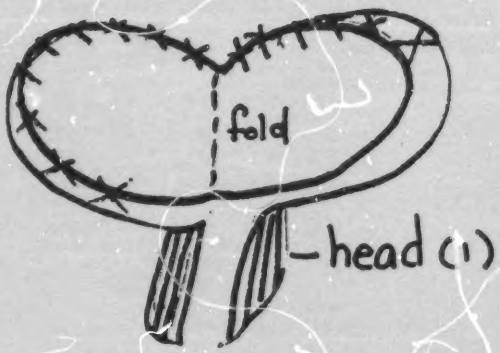
Step 5

7. Fold circle (labeled #2) in half to form inside of mouth.

8. Put glue along the edges (Note: See x's in illustration) not on the fold.

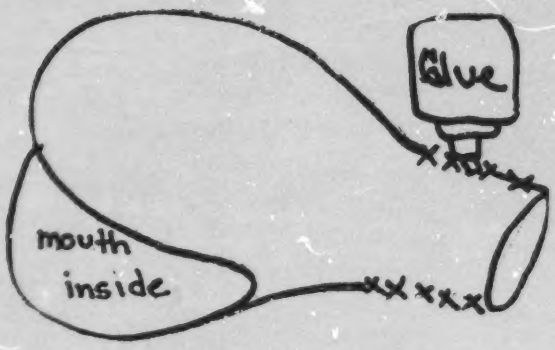
Step 6

9. Glue mouth to the inside of the two pieces that form puppet's head.



Step 7

10. Glue side of neck.

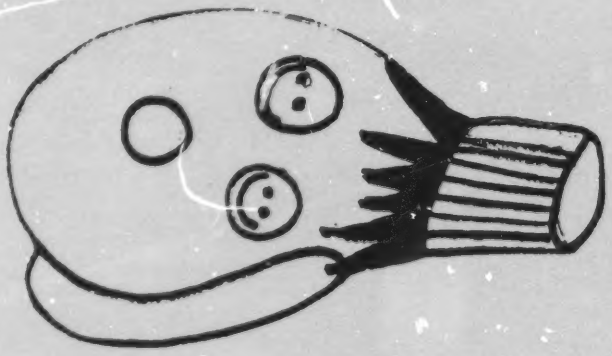


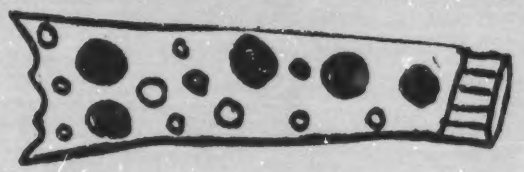
Step 8

11. Glue buttons for eyes.

12. Glue yarn for hair.

13. Glue on large circle for nose.





Step 9

14. Decorate sleeve with circles of scrap materials.

15. Glue circles to sleeve (Note: do both sides of the sleeve).

INTRODUCTORY LESSON

Educational Objectives

Students will focus on and recognize the character of Yum Yum.

Students will attend to the puppet's song and simple dialogue.

Problem: Who is Yum Yum? What does Yum Yum do?

Vocabulary: Yum Yum, look, food, friend

Materials: Puppet, bag, tape recorder, food, box, bell, picture of Yum Yum and dog.

Procedure: If possible, arrange students in a circle. Instruct students to look at the box. Tell them someone new is coming to class to meet them. Have students close their eyes while puppet is taken out of the box. Have puppet ring a bell to attract students' attention and to help students' eyes focus on puppet.

Teacher introduces Yum Yum. She says, "This is Yum Yum. Yum Yum has come to meet you and make friends with you."

Yum Yum says,

"Hello, hello, hello, it's true
I've come to make good friends with you
And when I come, I'll sing my song
And hope that you will sing along."

Yum Yum's song:

I'm Yum Yum, I'm Yum Yum,
I'm Yum Yum, look at me.
I'm Yum Yum, I'm Yum Yum
I'm Yum Yum, and I see
(NAME), Hi (NAME),
Will you shake hands with me?

This is sung for each child, or teacher can say the poem if she does not want to use music.

Teacher tells students that Yum Yum is here to teach them about food. Each time he comes, he will bring a bag with something good for them to eat.

Procedure: (continued)

Yum Yum takes out bag and says,
"Here is my bag,
Here is my bag,
Look at what I have in my bag!"

Yum Yum takes out food and describes it as he gives it to student.

Yum Yum says good-bye to each student,

"Good-bye, good-bye, good-bye I say,
I'll see you on another day.
Good-bye, (NAME)," etc.

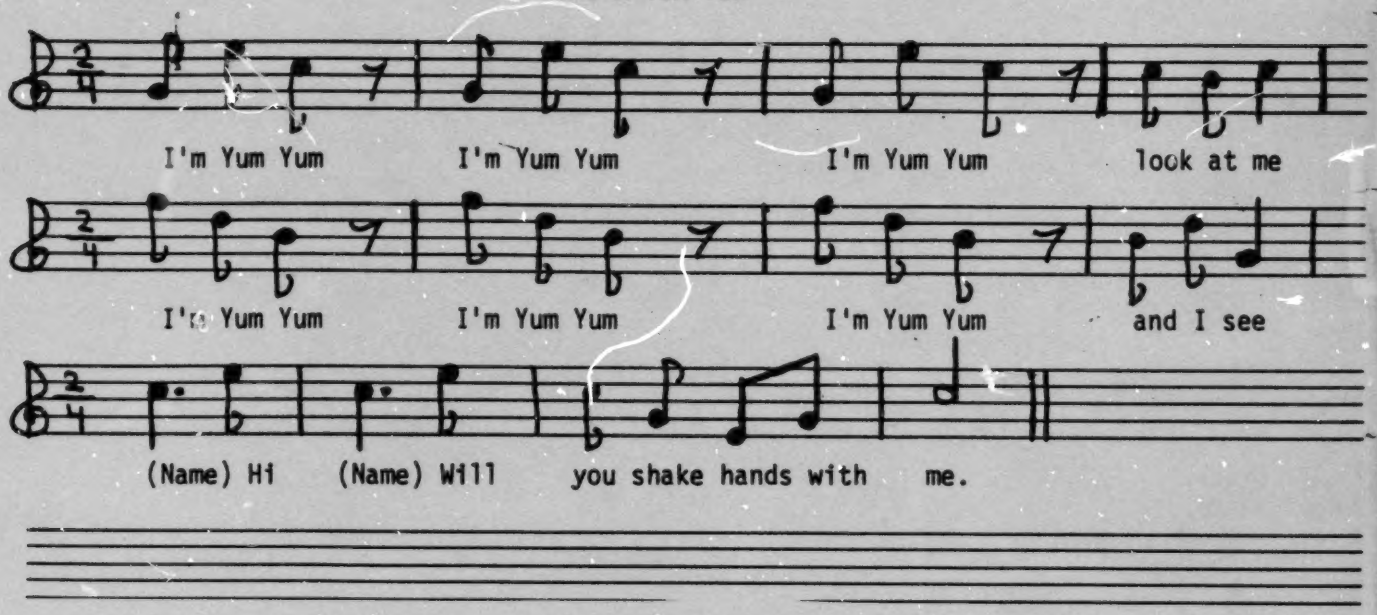
Conclusion: Point to Yum Yum. Teacher makes sure that each child signs good-bye while she says, "Say good-bye to Yum Yum."

Evaluation: Display two pictures - one of a dog and one of Yum Yum. Ask, "Which one is Yum Yum?" Point to Yum Yum.

Extender: Use a worksheet - four pictures, put block or some object or "X" on picture of Yum Yum.

SONG

I'M YUM YUM



DIRECTIONS: Substitute name of each student in class. When singing to each student, you can repeat lines two and three or just line three.

WHAT DO WE EAT?

INTRODUCTION

Nourishing ourselves is a learned skill. We also learn the physiological survival behavior inherent in the ingestion of food and drink. Students are most often influenced in choice of foods by their peers. It is a major concern of this theme that students learn to eat and enjoy the proper foods.

This theme has, as one of its main aims, raising the consciousness and awareness of the student as to what goes into his/her mouth. The student will be exposed to items which are food and may safely be taken into the mouth. Food may take various forms and some of the activities will expose the student to various forms of food. The student will have an opportunity to touch, eat, and smell different foods to help in developing an awareness of what is food.

Conversely, some of the lessons deal with non-food items. The lessons emphasize the danger of putting dangerous non-food items into the mouth. The concept of safe and non-safe is emphasized and experienced so that the student will be more conscious of the danger of putting non-food items into the mouth.

Finally, the student will experience tasting foods that are most likely to be a breakfast food, those that are lunchtime foods, and those foods most likely served at dinnertime. The association will be reinforced by connecting times and activities that generally precede or follow the particular meal.

The objectives for this theme are:

Students will:

1. use the sign for food.
2. indicate that food is to be eaten.
3. identify a food item.
4. identify a non-food item.
5. distinguish food items from non-food items.
6. distinguish between non-food items and food items found most frequently at school.
7. identify items that are not safe (sign "not good")to eat.
8. identify items that are safe (sign "good") to eat.
9. differentiate between items that are safe to eat and those that are not safe to eat.
10. distinguish between non-food and food items found most frequently at home.
11. distinguish the different forms of food.
12. identify those foods which they eat most frequently at breakfast.
13. identify those foods which they eat most frequently at lunch.
14. identify those foods which they eat most frequently at dinner.
15. identify specific foods.
16. develop an awareness of the physical and sensory characteristics of food.

THEME: WHAT DO WE EAT?

Educational Objectives

Students will use the sign for food.
Students will to indicate that food is to be eaten.

Problem: What is food? What do we do with food? How do we make the sign for food?

Vocabulary: food, apple, banana, eat, hand

Materials: apples, banana, knife, bell

Procedure: Arrange students in a circle. Instruct students to look at the box. The teacher puts her hand in the box and rings the bell. The teacher asks students, "Who is coming out of the box?" She points to the box and says, "Is Yum Yum coming to visit?" Elicit appropriate response. Teacher helps with response. Teacher takes Yum Yum out of the box. Yum Yum sings his song:

"I'm Yum Yum, I'm Yum Yum, I'm Yum Yum, look at me.
I'm Yum Yum, I'm Yum Yum, I'm Yum Yum and I see.
(NAME) Hi (NAME)
Will you shake hands with me?"

Teacher ask Yum Yum what he brought for the class.
Yum Yum takes out his bag and he says:

"Here is my bag, here is my bag,
Look at what I have in my bag."

Yum Yum takes out an apple and says, "This is an apple, this is how we say apple." Make sign for eating. (Teacher helps student make sign for apple.)

Yum Yum says, "An apple is food to eat. This is how we say eat." Make sign for eating. Each student takes apple in his hand and teacher helps him make sign for apple. As student has apple in hand, Yum Yum says, "An apple is to eat." Teacher helps student make sign for apple and for eating.

Teacher follows same procedure for banana, using Yum Yum.
Yum Yum says,

"And now it's time to sing my song
And hope that you will sing along."

My hand says eat, your hand says eat
It's food I eat, It's food you eat.
When I say eat, when you say eat
I get a treat
You get a treat.

THEME: WHAT DO WE EAT?

Procedure: (continued) After song, Yum Yum says,

"The apple we'll eat, the banana we'll eat.
Yummy, yummy, what a treat!"

Teacher cuts up fruit. Yum Yum puts the food in each student's hand and makes sign for food as he says, "This is an apple, this is food to eat." (Do the same procedure for banana.)

Conclusion: Yum Yum repeats, "The apple is food, the apple we eat, the banana is food, the banana we eat. Food is to eat, food is to eat."

Yum Yum says,

"Good-bye, good-bye, I say,
I'll see you on another day.
Good-bye (NAME)," etc.

Yum Yum is put back into box.

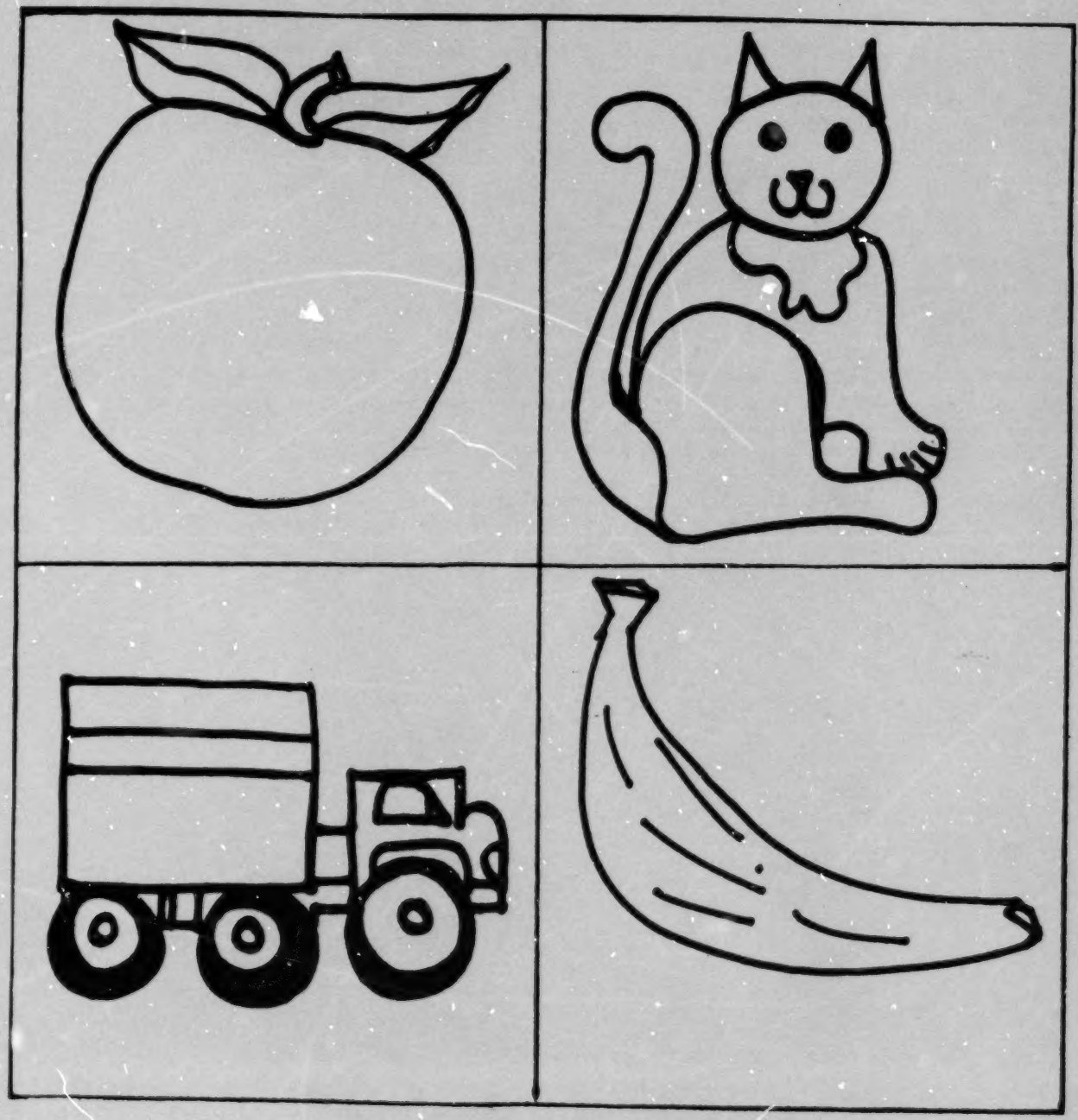
Evaluation: Teacher takes apple and makes sign for eating. She puts apple in students hand and says, "Show me what we do with the apple." Student makes sign for eating. (Teacher helps with response.) Repeat procedure with banana.

Extenders: Use a worksheet with four pictures, (apple, banana, truck and cat). Student puts object or "X" on food items.

THEME: WHAT DO WE EAT? NAME: _____

Worksheet

DIRECTIONS: Place object or X on food item.



THEME: WHAT DO WE EAT?

Educational Objective

Students will identify a food item.

Problem: Which one is a food? What is something we eat?

Vocabulary: apple, shoe, food, eat, no, not, banana, orange, car, chair

Materials: apple, sock, banana, toy cars, orange, toy chair, bell

Procedure: Arrange students in a circle. Instruct students to look at box. Teacher reaches into box, rings the bell, and asks "Who is coming? Is Yum Yum coming to visit us?" Elicit appropriate response. Teacher takes puppet out of box. Yum Yum greets students and sings his song, "I'm Yum Yum." After song, Yum Yum takes out his bag and says/signs:

"Here is my bag, here is my bag
Look at what I have in my bag."

Yum Yum takes out an apple, says/signs "apple" and tells students, "An apple is a food we eat."

Next Yum Yum takes out a shoe, says/signs the word "shoe" and tells students, "A shoe is not a food. A shoe is not to eat."

Yum Yum says/signs:

"An apple, an apple, an apple we eat.
A shoe, a shoe, is for our feet."

Yum Yum picks up the apple and says/signs "eat."

Yum Yum picks up the shoe and signs "not eat" and points to students' feet. Give each student an opportunity to do this in turn imitating the puppet. Yum Yum verbalizes process. Repeat this procedure with other food and non-food item such as a banana and a toy car; an orange and a toy chair. Use the following rhymes:

A banana, a banana, a banana we eat
A car, a car, goes on the street.

An orange, an orange, an orange we eat
A chair, a chair, a chair is a seat.

THEME: WHAT DO WE EAT?

Conclusion: Yum Yum points to the apple and asks, "What is this? Do we eat this?"

Yum Yum points to the shoe and asks, "What is this? Do we eat this?"

Elicit appropriate responses (by naming, signing, shaking head "yes" or "no," etc). Reinforce with verbalization.

Teacher tells students Yum Yum has to leave. Yum Yum says good-bye to each student:

"Good-bye, good-bye, good-bye I say
I'll see you on another day.
Good-bye (NAME)," etc.

Evaluation: Teacher places the apple, and the shoe in front of each student. He says/signs, "Pick up (point to) the one we eat." Help student to choose apple and use sign for eating. Reinforce concept verbally by saying "Yes, the apple is to eat." Repeat the procedure for the next items.

Extenders:

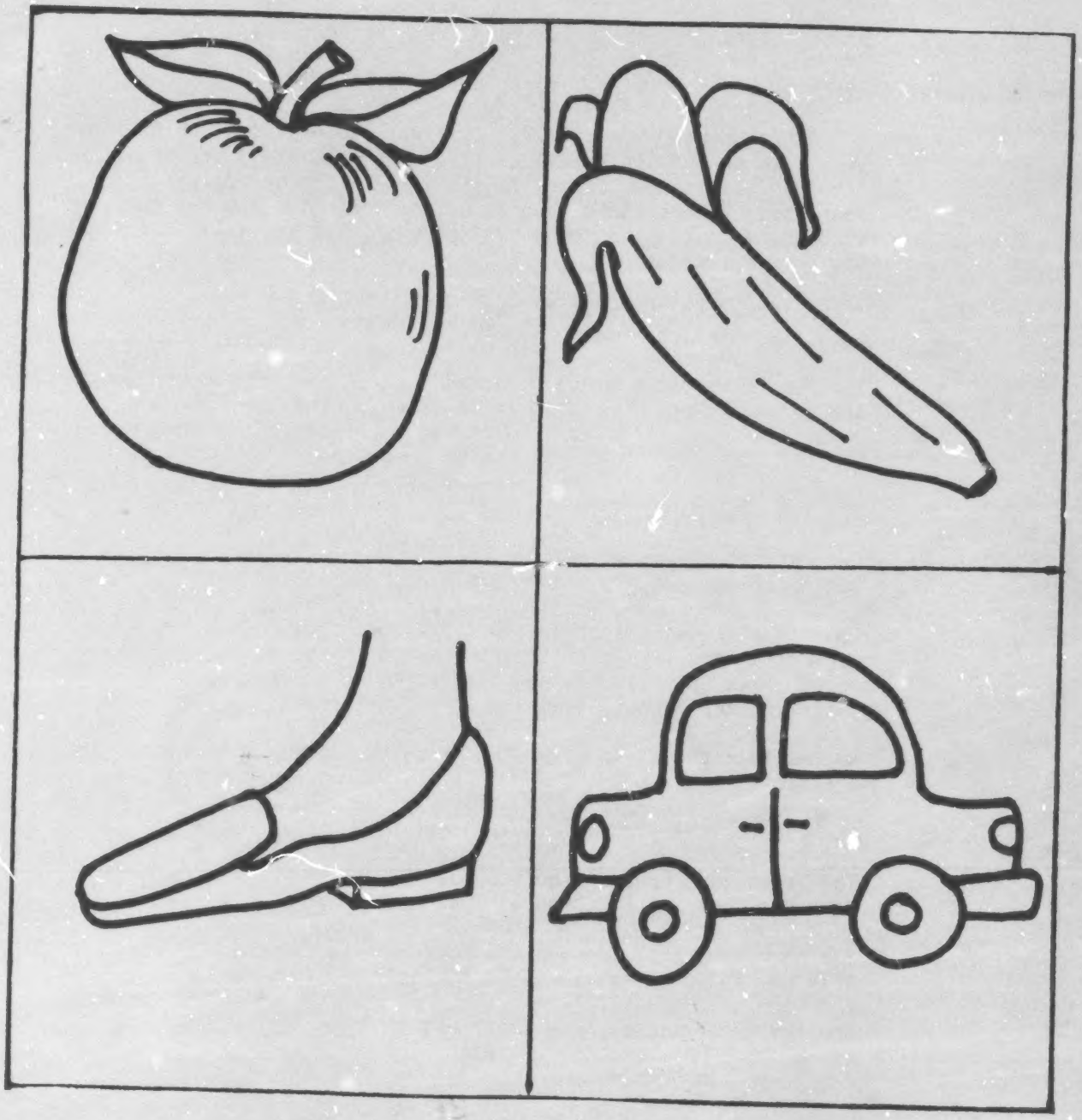
. Use a worksheet with four pictures of food and non-food items. Instruct student to place a block or some object, or an "X" on the pictures of things to eat.

. Place four objects on a table (apple, shoe, banana, toy car). Instruct student to put food items together.

THEME: WHAT DO WE EAT? NAME: _____

Worksheet

DIRECTIONS: Place a block or some object, or an X on the pictures of things to eat.



THEME: WHAT DO WE EAT?

Educational Objective

Students will identify a non-food item.

Problem: What is something we don't eat? What is not a food?

Vocabulary: bread, mitten, brush, book, food, eat, no, not, hat

Materials: piece of bread, mitten, brush, book, bell

Procedure: Arrange students in a circle. Instruct students to look at the box. Teacher reaches into box, rings the bell and asks who is coming. "Is Yum Yum coming to visit us?" Elicit approximate response. Teacher takes puppet out of box. Yum Yum greets students and sings his song. After song, Yum Yum takes out his bag and says/signs:

"Here is my bag, here is my bag
Look at what I have in my bag!"

Yum Yum takes out a piece of bread. Says/signs the word "bread" and tells students bread is to be eaten. Next Yum Yum takes out a hat, says/signs the word "hat" and tells/signs/gestures "A hat is for your head. A hat is not to be eaten."

Yum Yum says/signs:

"We eat the bread, we eat the bread
Don't eat the hat, it's for your head."

Yum Yum picks up the bread and says/signs "eat." Yum Yum picks up the hat and says/signs "not eat" and points to the student's head. Give each student an opportunity to do this in turn imitating the puppet. Yum Yum verbalizes process.

Repeat this procedure with other non-food items (a book, a brush, a mitten).

Use the following rhymes: say/sign:

The brush, the brush is not to eat
It's for your hair, so you'll look neat.

The book, the book, oh see the book
It's not to be eaten, its just to look.

Don't eat the mitten, you can't eat it
The mitten, the mitten, your hand will fit.

THEME: WHAT DO WE EAT?

Conclusion: Yum Yum places the bread, brush, book and mitten on the table. Yum Yum says/signs that bread is a food. It is to eat, the brush is not food, it is not to eat, etc. Repeat with all items. Then Yum Yum points to each item and asks, "What is this? Do we eat this?" Elicit appropriate responses by naming, signing, gesturing, shaking head "yes" or "no," etc. Reinforce with verbalization.

Teacher tells students Yum Yum has to leave. Yum Yum says good-bye to each student,

"Good-bye, good-bye, good-bye I say,
I'll see you on another day.
Good-bye (NAME)."

Evaluation: Teacher places the bread and the brush in front of each student. Teacher says/signs, "Pick up (point to) the one we don't eat." Help student to choose brush and use the sign "to eat."

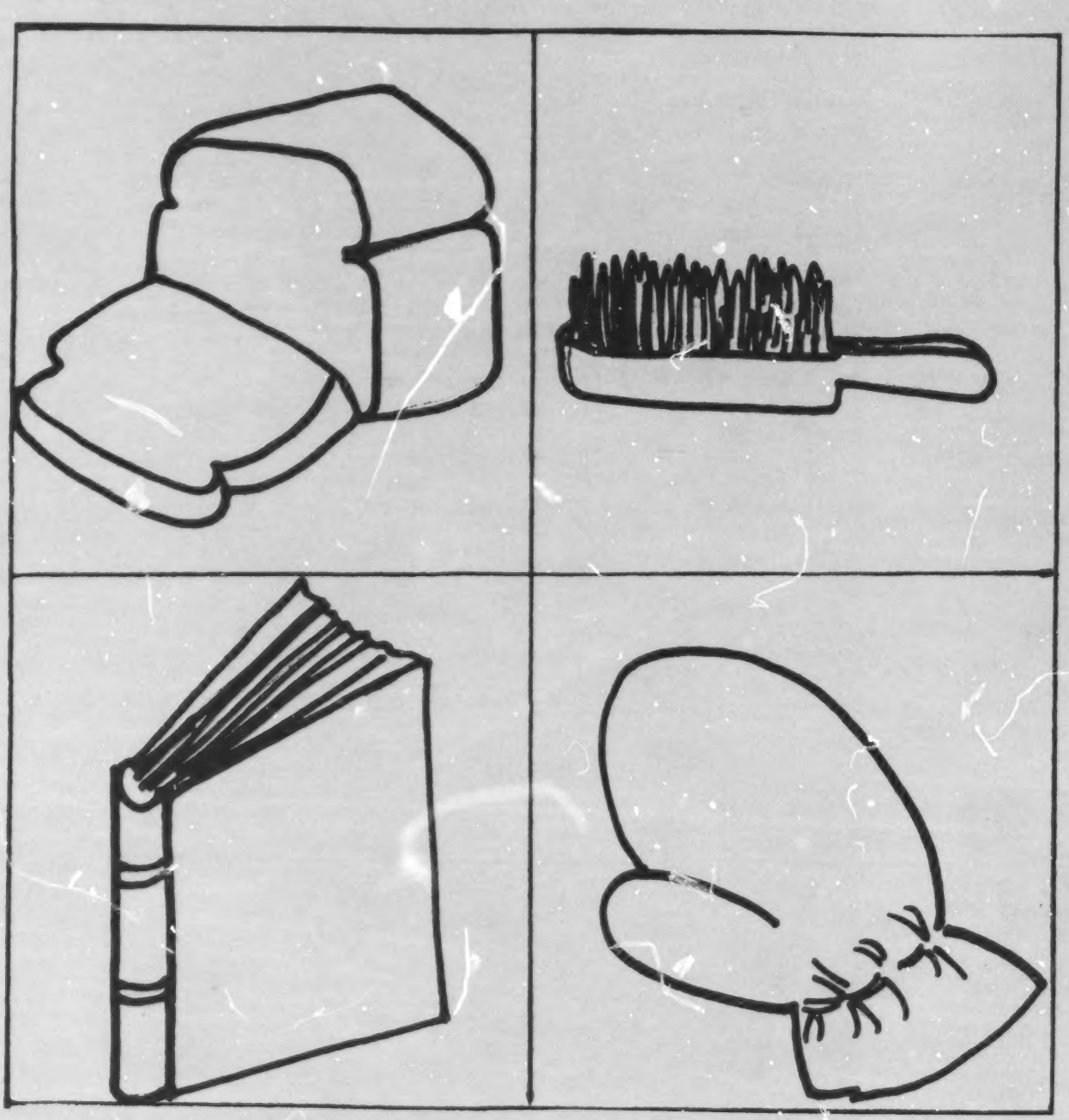
Extenders: Use a worksheet with four pictures (brush, book, mitten, bread). Instruct student to place object or an "X" on the pictures that we don't eat.

Place four objects on the table (brush, mitten, bread and apple). Instruct students to put non-food items together.

THEME: WHAT DO WE EAT? NAME: _____

Worksheet

DIRECTIONS: Place an object or an X on the pictures of things we do not eat.



THEME: WHAT DO WE EAT?

Educational Objective

Students will distinguish food items from non-food items.

Problem: What is something we eat? Which one is food? What is something we don't eat? Which one is not a food?

Vocabulary: food, eat, apple, orange, hat, mitten, comb

Materials: apple, orange, hat, mitten, comb

Procedure: Arrange students in a circle. Instruct students to look at the box. The teacher puts her hand into the box and rings the bell. The teacher asks the students, "Who is coming out of the box?" She points to the box and says: "Is Yum Yum coming to visit?" (Elicit appropriate response.) Teacher helps with response.

Teacher takes Yum Yum out of the box. Yum Yum sings his song:

"I'm Yum Yum, I'm Yum Yum, look at me.
I'm Yum Yum, I'm Yum Yum and I see.
(NAME), Hi (NAME), will you shake hands with me?"

After song, Yum Yum takes out his bag and says:
"Here is my bag, here is my bag.
Look at what I have in my bag."

Yum Yum takes out an apple and asks/signs:

"What is this? Do we eat this?"
(Teacher helps to elicit affirmative response.)

Yum Yum says/signs:

"Yes, this is an apple. An apple is food to eat."

Yum Yum takes out an orange and a banana and repeats procedure.

Next, Yum Yum takes out a hat and asks/signs:

"What is this? Do we eat this?"
(Teacher helps to elicit negative response.)

Yum Yum says/signs:

"Yes, this is a hat. A hat is not to eat."

Yum Yum takes out a mitten and comb. Repeats same procedure.

THEME: WHAT DO WE EAT?

Procedure: (continued)

Yum Yum says,

"And now it's time to sing a song
And hope that you will sing along."

Directions for song - Insert each of six items used in the lesson, use sigring and gestures while singing.

The mitten is not a food, don't put it in your mouth.
The mitten is not a food, don't put it in your mouth
The mitten is not a food, don't put it in your mouth.
No, no, no, no.

The apple is a food, you can put it in your mouth.
The apple is a food, you can put it in your mouth.
The apple is a food, you can put it in your mouth.
Yes, yes, yes, yes.

Conclusion: Restate the problem: What is something to eat?
Have students say, sign, shake head, point, gesture to each of three food items.

What is something we don't eat?
Have students say, sign, shake head, point, gesture to each of three non-food items. Reinforce with verbalization.

Yum Yum says,

"Good-bye, good-bye, good-bye I say,
I'll see you on another day.
Good-bye, (NAME)," etc.

Yum Yum is put back into the box.

Evaluation: Teacher puts red sticker on one side of the table and green sticker on the other side. Teacher puts six items on the table. Teacher says, "Let's put food together. Lets put them by the red sticker." Teacher says, "Let's put all the things that we do not eat by the green sticker."

Teacher picks up the apple and says, "Where does this go? Do we eat this?" Teacher helps students put the apple by the correct sticker. Repeat procedure with hat, orange, mitten, banana, and comb.

Extender: Place six items in front of students. Instruct students to put all food items together and non-food items together.

THEME: WHAT DO WE EAT?

Educational Objective

Students will distinguish between food and non-food items found most frequently at school.

Problem: What are some things we eat at school? What are some things we do not eat at school?

Vocabulary: crayon, paint box, glue, pencil, applesauce, bread, muffin

Materials: crayon, paint box, glue, pencil, applesauce, bread, muffin, chalk, chalkboard

Procedure: Repeat initial procedure through the song, "I'm Yum Yum." Yum Yum takes out his bag and says:

"Here is my bag, here is my bag!
Look at what I have in my bag."

Yum Yum takes out a crayon, paint box, small jar of glue, a pencil, small closed container of applesauce, piece of bread, and a muffin.

Yum Yum says/signs: "This is a crayon. We use a crayon to draw with. We do not eat the crayon. It is not food to eat." Repeat this procedure with the paintbox, the glue, and the pencil. Point out examples in the room of things that have been made with these objects.

Next, Yum Yum says/signs: "This is applesauce. We eat applesauce in school. It is a good food." Repeat this procedure with the bread and the muffin.

Yum Yum says/signs/gestures:

"In school you have so much to do.
You use crayons, paint and glue.
But do not eat everything you see.
They are not foods for you and me."

Yum Yum picks up the crayon and passes it to each student saying/signing, "What is this? Is this a food we eat at school?" Teacher helps elicit appropriate response from student and verbalizes, "Yes this is a crayon. It is not to eat." Repeat procedure for the paint, the glue, and the pencil.

Yum Yum picks up the applesauce and passes it to each student saying/signing: "What is this? Is this a food we eat at school?" Teacher helps elicit appropriate response from student and verbalizes, "Yes, this is applesauce. It is a food to eat." Repeat procedure with the bread and the muffin.

THEME: WHAT DO WE EAT?

Conclusion: Teacher draws a picture of a face with a big mouth on the chalkboard. Yum Yum points to each student and says/signs: "Pick up something we eat and take it to the face." Then, points to the mouth, says/signs: "Where does the food go?" Teacher helps student with this activity. Yum Yum reinforces with verbalization: "Yes, the food goes into the mouth."

After each student takes a turn, Yum Yum says: "Now its time to sing a song and hope that you will sing along."

"Put food in your mouth and down it goes
Food in your mouth and not your nose
Not your head and not your toes
Put food in your mouth and down it goes."

Yum Yum says:

"Good-bye, good-bye, good-bye, I say.
I'll see you on another day.
Good-bye (NAME)," etc.

Yum Yum is put back into the box.

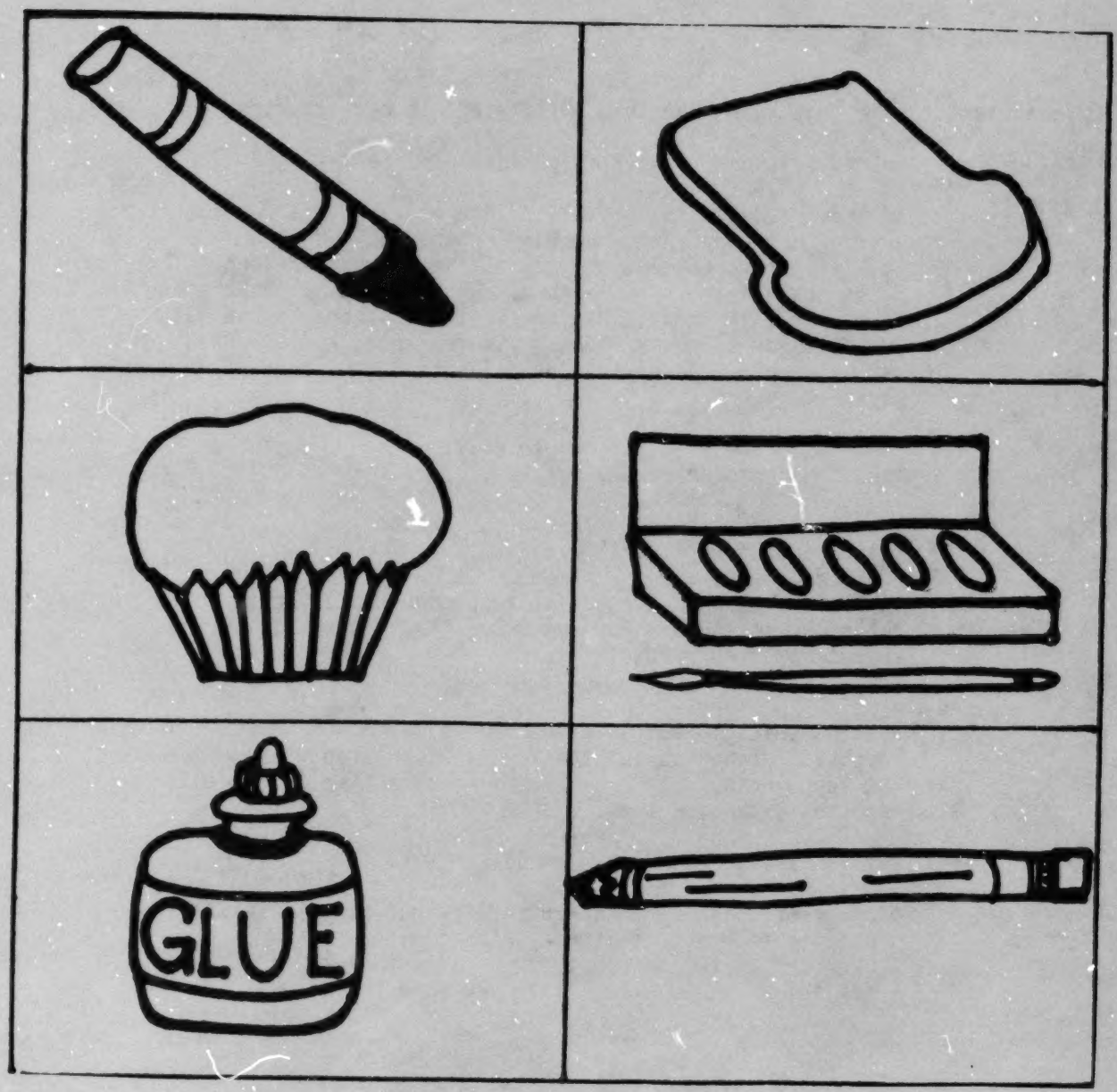
Evaluation: Teacher stands next to the picture of the face on the chalkboard. Teacher holds up each item one at a time Teacher asks: "Is this a food we eat in school?" and holds item to mouth. Teacher elicits a "yes" or "no" sign or nod of head for each item.

Extender: Use a worksheet with pictures of a crayon, paintbox, glue, pencil, muffin, and bread. Instruct student to put an object or an "X" on food items.

THEME: WHAT DO WE EAT? NAME: _____

Worksheet

DIRECTIONS: Put an object or an X on the food items.



THEME: WHAT DO WE EAT?

Educational Objective

Students will identify items that are not safe (sign "not good") to eat.

Problem: What things are not safe to put in your mouth? What is not safe to eat?

Vocabulary: safe, not safe, harmful, hurt, sick, match, scissors, soap, comb

Materials: match, scissors, soap, toy animal, bandage

Procedure: Arrange students in a circle. Instruct students to look at the box. The teacher puts her hand in the box and rings the bell, etc. (Follow previous procedure after Yum Yum's song.) Yum Yum pulls out a match from the bag. He hands it to the teacher and says, "What is this? What can it do? Teacher lights match. Yum Yum pretends to touch flame. Yum Yum shows he is burned. He says, "Ouch! That hurts! He pulls bandage out of his bag and says:

"The fire, the fire, is not to play.
The fire can burn you, stay away."

Teacher wraps bandage around him. Teacher asks, "Is fire safe (sign "good") to touch?"

Teacher helps elicit negative response from students. Yum Yum takes out scissors. Yum Yum asks, "What is this? Is this safe to put into your mouth?" Teacher helps elicit negative response from students.

Yum Yum tries to put scissors in his mouth. He falls limp and coughs. Teacher says, "Yum Yum is sick (sign). Yum Yum takes out soap, comb, and toy animal (one at a time). Procedure is repeated with each item.

Yum Yum says:

"A pair of scissors is to cut, it is not safe to eat.
A soap is to wash, it is not safe to eat.
A comb is for the hair, it is not safe to eat.
A toy animal is to play, it is not safe to eat."

THEME: WHAT DO WE EAT?

Conclusion: Yum Yum holds up each items and says:

"This is not safe to put in your mouth. This is not safe to eat."

Yum Yum says:

"Good-bye, good-bye I say.
I'll see you on another day.
Good-bye (NAME)", etc.

Yum Yum is put back in the box.

Evaluation: Teacher asks with each item:

"Is this safe to put in your mouth?"

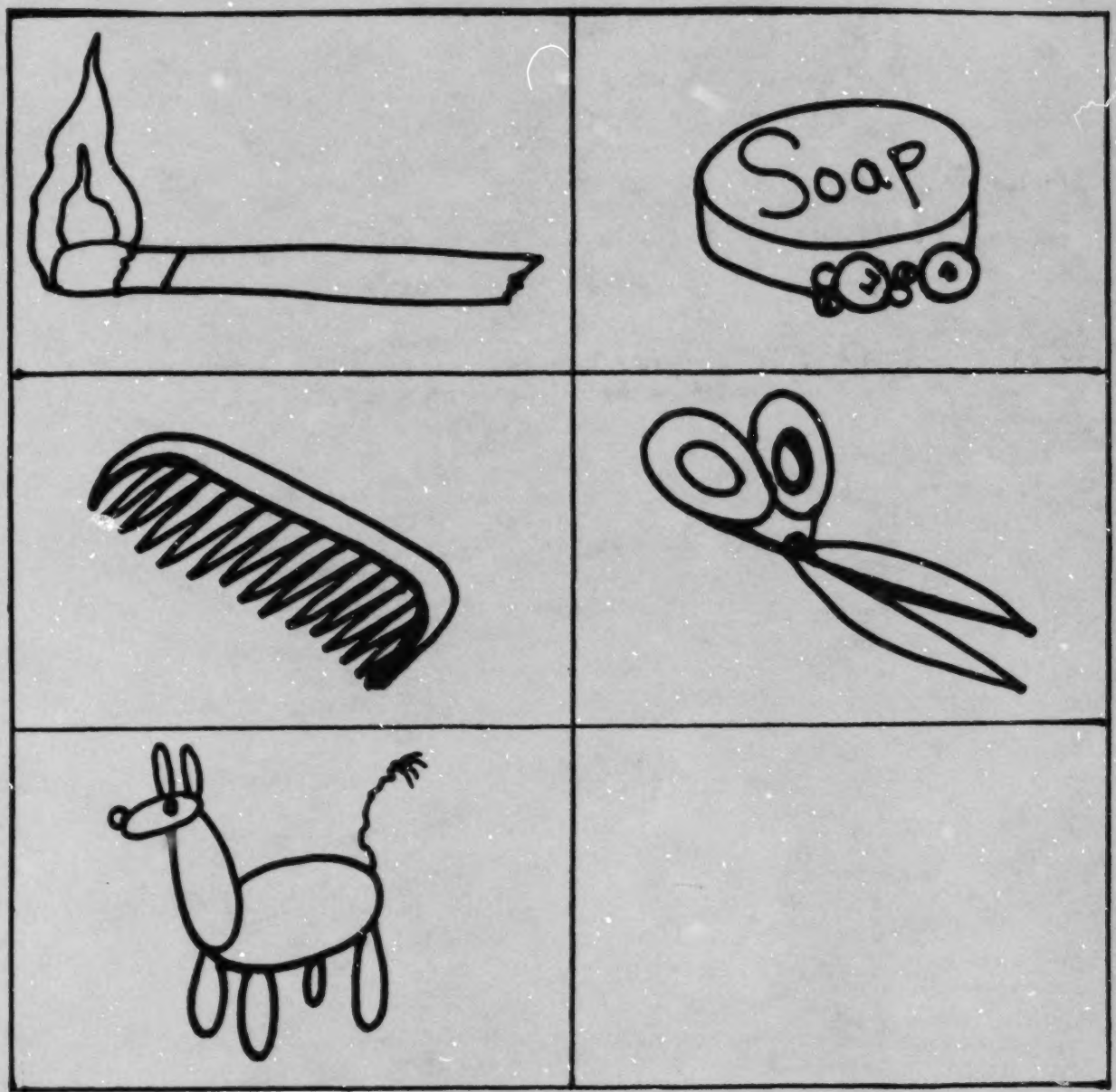
Teacher elicits negative response from each student for each item.

Extender: Use a worksheet with five items from lesson. Teacher says, "Not safe to eat" for each item. Student puts "X" under each item.

THEME: WHAT DO WE EAT? NAME: _____

Worksheet

DIRECTIONS: Put an X on the items not safe to eat.



38

THEME: WHAT DO WE EAT?

Educational Objective

Students will identify items that are safe (sign "good") to eat.

Problem: What things are safe to eat? What things are safe to put in your mouth?

Vocabulary: banana, carrot, cheese, crackers, grapes, pop-corn

Materials: banana, carrot, cheese, crackers, grapes, pop-corn

Procedures: Arrange students in a circle. Instruct students to look into the box. The teacher puts her hand into the box and rings the bell, etc. (Follow previous procedure.)

After Yum Yum's song, teacher asks Yum Yum what he has brought for the class. Yum Yum takes out his bag and says:

"Here is my bag, here is my bag, look at what I have in my bag."

Yum Yum takes out the banana and says: "This is a banana. It is safe to eat." Yum Yum puts the banana into his mouth and says, "Yum yum yummy, this is good for my tummy." Yum Yum lets each student hold food item and feel its texture and shape. Follow same procedure with carrot, cheese, crackers, pop-corn, grapes.

Conclusion: Yum Yum holds up banana and asks/signs: "This is a banana, is it safe to eat?" Teacher elicits positive response from each student. Repeat procedure with each food item.

Yum Yum says,

"Good-bye, good-bye, good-bye I say,
I'll see you on another day.
Good-bye (NAME)," etc.

Yum Yum is put back into the box.

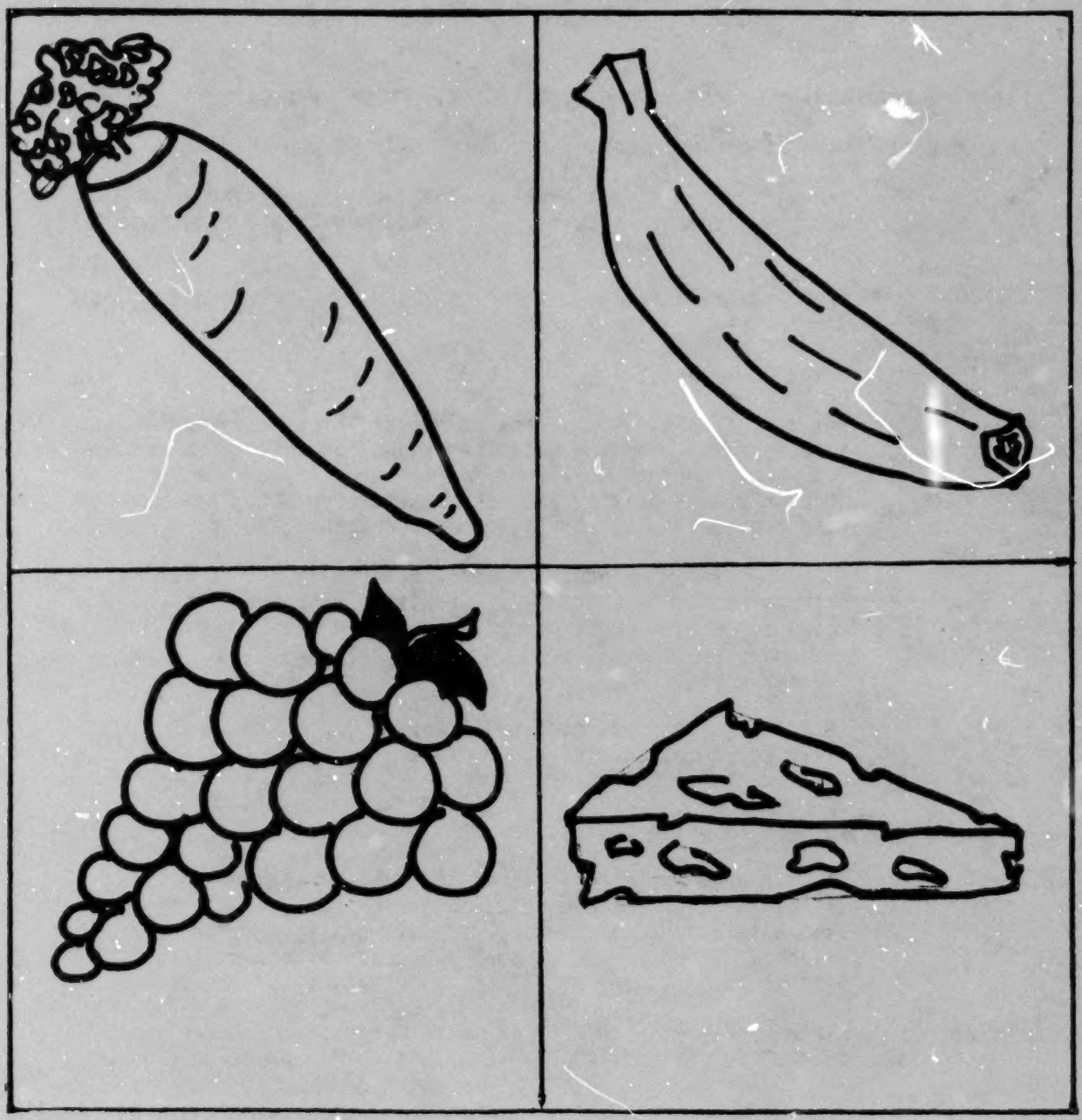
Evaluation: Teacher puts the food items on the table. Teacher tells student to point/gesture/pick-up etc. banana. Teacher asks, "Is the banana safe to eat?" Teacher elicits positive response from each student. Teacher repeats same procedure with each food. It is best to have student hold food object if he is able to.

Extender: Use a worksheet with four items from lesson. Teacher says, "Safe to eat" for each item. Student puts an "X" under each item.

THEME: WHAT DO WE EAT? NAME: _____

Worksheet

DIRECTIONS: Put an X under each item that is safe to eat.



THEME: WHAT DO WE EAT?

Educational Objective

Students will differentiate between items that are safe to eat and those that are not safe to eat.

Problem: What are some things that are safe to eat? What are some things that are not safe?

Vocabulary: safe, not safe, harmful, match, scissors, soap, comb, banana, carrot, cheese, crackers

Materials: match, scissors, soap, comb, banana, carrot, cheese, crackers, crayons, worksheet

Procedure: Arrange students in a circle. Instruct students to look at the box. The teacher puts her hand in the box and rings the bell, etc. (Follow previous procedure.) After Yum Yum's song, Yum Yum takes out his bag and says,

"Here is my bag, here is my bag.
Look at what I have in my bag."

Yum Yum takes match out of his bag. Teacher lights match. Yum Yum pretends to touch flame. Yum Yum shows he is burned. He says, "Ouch! that hurts. I forgot that a match is not safe."

Yum Yum takes out a banana and asks/signs, "What is this? Is this safe to eat?" (Teacher helps to elicit an affirmative response.) Yum Yum says/signs, "Yes this is a banana. A banana is safe to eat." Yum Yum takes out a carrot, cheese and crackers and repeats the same procedure.

Next Yum Yum takes out scissors and asks/signs, "What is this? Is this safe to eat?" (Teacher helps to elicit negative responses.) Yum Yum says/signs "Yes these are scissors. Scissors are not safe to eat.

Yum Yum takes out soap and comb and repeats same procedure.

Yum Yum says,

"And now its time to sing a song,
And hope that you will sing along.

Directions for song: Insert each item used in lesson, using signing and gestures while singing. The carrot is safe to eat, you can put it in your mouth. (REPEAT THREE TIMES) Yes, yes, yes, yes. The scissors are not safe to eat, don't put them in your mouth. (REPEAT THREE TIMES) No, no, no, no.

THEME: WHAT DO WE EAT?

Conclusion: Restate the problem. What is safe to eat. Have students say, sign, shake head, point, gesture to each of the 4 food items (safe items.) What is not safe to eat? Have students say, sign, shake head, point, gesture to each of 3 non-food items (not safe items.)

Yum Yum says, "Good bye, Good bye, Good bye, I say." I'll see you on another day. Good bye etc.

Yum Yum is put back in box.

Evaluation: Teacher puts red sticker on one side of table, green sticker on other side. Teacher puts items on table. Teacher says, "Lets put things that are safe to eat by the green sticker. Lets put things that are not safe to eat by the red sticker." Teacher helps students put items by correct sticker.

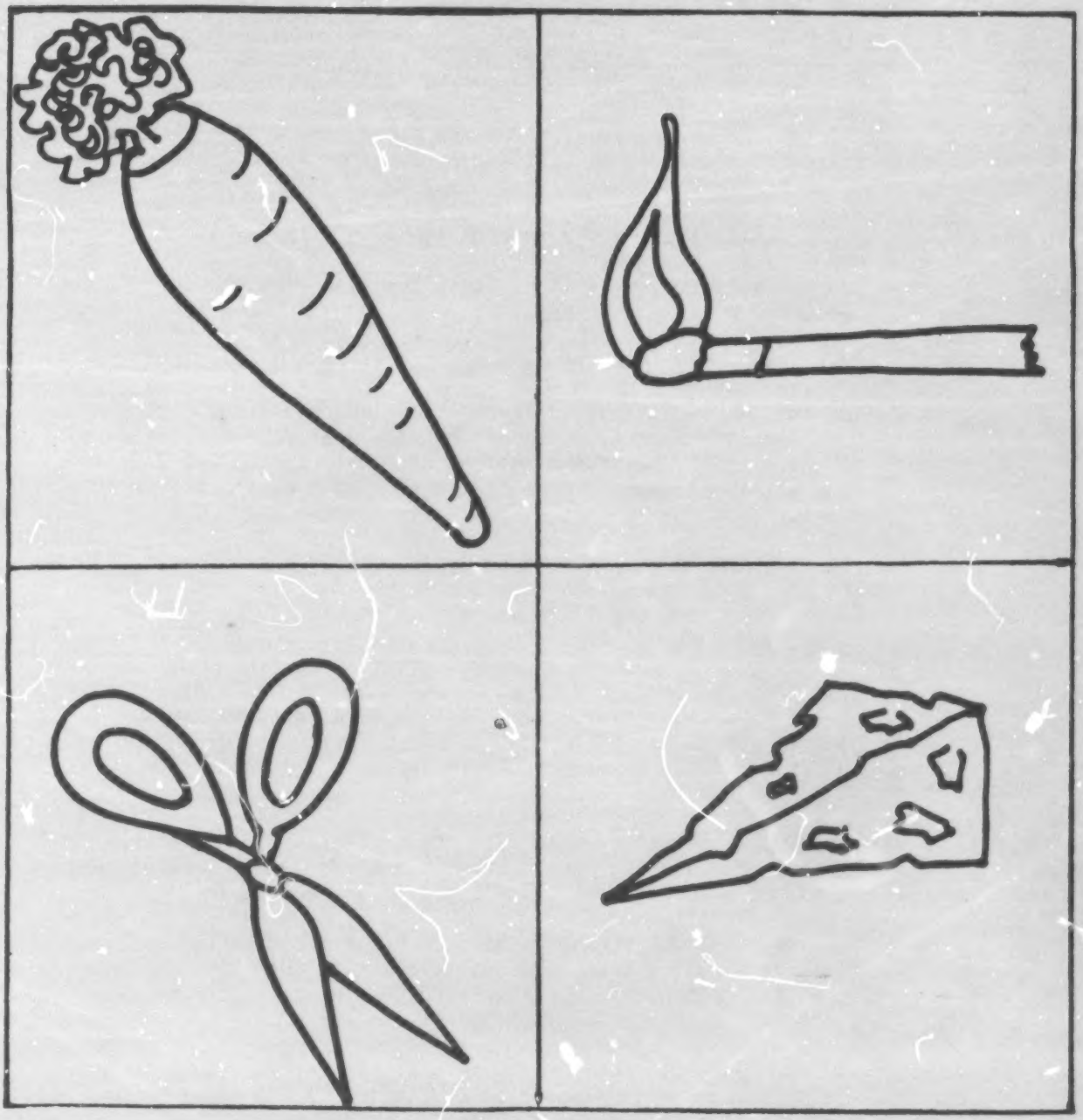
Extenders: Put items in front of students. Instruct students to put all items safe to eat together and all items not safe to eat together.

Use a worksheet with the items mentioned in the lesson. Direct students to put a red X under the pictures that are not safe to eat. Put a green X under the pictures that are safe to eat.

THEME: WHAT DO WE EAT? NAME: _____

Worksheet

DIRECTIONS: Put an red X under the pictures that are not safe to eat. Put a green X under the pictures that are safe to eat.



THEME: WHAT DO WE EAT?

Educational Objective

Students will distinguish between non-food and food items found most frequently at home.

Problem: What are some things we eat at home? What are some things we do not eat at home?

Vocabulary: chicken, potatoes, rice, beans, pan, salt shaker, can opener, cup

Materials: chicken, mashed potatoes, rice and beans, toy frying pan, salt shaker, can opener, measuring cup, small empty food can, red and green stickers

Procedure: Repeat initial procedure through the song "I'm Yum Yum."

Teacher asks Yum Yum what he has brought for the class. Yum Yum takes out his bag and says:

"Here is my bag, here is my bag, look at what I have in my bag."

Yum Yum takes out some chicken, a small container of mashed potatoes, and a small container of rice and beans. Yum Yum holds up the chicken; he says/signs/points, "This is chicken. It is a food we eat at home." Repeat with the potatoes and the rice and beans. Then Yum Yum says/signs/gestures:

"At home Mom makes you food so nice
Chicken, potatoes, beans and rice
At home I'd love the foods you eat
Yummy, yummy what a treat!"

Next, Yum Yum takes out a can opener from his bag. He holds it up and says/signs/gestures: "This is a can opener. We use it at home to open a can of food like this. (Demonstrate opening can on closed side.) A can opener is not a food to eat. Don't put it in your mouth."

Yum Yum takes out the measuring cup. He says/signs/gestures: "This is a measuring cup. It helps Mom and you to cook at home. It is not a food to eat. Don't put it in your mouth."

Yum Yum takes out the salt shaker. He says/signs/gestures: "This is a salt shaker. We put salt in it. We shake it on food like this (demonstrate). A salt shaker is not a food to eat. Don't put it in your mouth."

Yum Yum takes out the toy frying pan. He says/signs/gestures: "This is a pan. It is used to cook with. A pan is not a food to eat. Don't put it in your mouth."

THEME: WHAT DO WE EAT?

Procedure: (continued) Teacher tells/signs that Yum Yum has to leave. Yum Yum says:

"Good-bye, good-bye, good-bye I say,
I'll see you on another day.
Good-bye (NAME)," etc.

Yum Yum is put back into the box.

Evaluation: Teacher will say/sign to each student, "Pick up a food and hand it to me" or "Pick up something we don't eat and hand it to me." Teacher helps student do this activity and reinforces action with verbalization.

Extender: Teacher will put a red sticker on one side of the table and a green sticker on the other side of the table Teacher instructs student to put all the food by the green sticker and the non-food by the red sticker.

THEME: WHAT DO WE EAT?

Educational Objective

Students will distinguish the different forms of food.

Problem: What can we do to food to change it? How can we make food look different.

Vocabulary: different, juice, cut, orange, apple, carrot, piece (part)

Materials: orange, small hand juicer, carrots, small grater, apples, knife, cups

Procedure: Follow introductory procedure through Yum Yum's song. After the song, Yum Yum takes out his bag and says,

"Here is my bag, here is my bag,
Look at what I have in my bag."

Yum Yum takes out an orange. Yum Yum says/signs, "This is an orange. It is good to eat. Look what I can do to the orange to make it look different."

Yum Yum takes a knife, cuts the orange in half and squeezes the juice. He pours the juice into the cup. (While performing action, Yum Yum verbalizes the process.) Yum Yum says/signs, "I cut the orange as you can see. I made some juice for you and me!" Yum Yum pretends to drink. He says/signs/gestures, "The orange is good to eat. If I squeeze it, it makes good juice for us to drink." Yum Yum gives a cup to each student and pours some juice. Yum Yum says/signs, "The juice is from the orange. Let's drink some orange juice."

Next Yum Yum takes out the carrot. He says/signs, "This is a carrot. A carrot is good to eat. Look what I can do to the carrot to make it look different."

Yum Yum takes out the grater and grates the carrot verbalizing the process while performing the action. Yum Yum says/signs, "The carrot looks different as you can see. I made small pieces for you and me." Yum Yum pretends to eat. He says/signs/gestures, "The carrot is good to eat. If I grate it (gesture) it makes small pieces for us to eat." Yum Yum gives each student a taste of the carrot. Yum Yum says/signs, "The pieces of carrot are from the big carrot. Let's eat the pieces of carrot."

THEME: WHAT DO WE EAT?

Procedure: (continued) Yum Yum takes out an apple. He says/signs, "This is an apple. It is good to eat. Look what I can do with the apple to make it look different."

Yum Yum takes out the knife, peels and slices the apple verbalizing the action. Yum Yum says/signs, "I cut the apple as you can see, I made more parts for you and me." Yum Yum counts the number of slices. He says/signs/gestures, "The apple is good to eat. If I cut it (gesture) it makes a lot of slices for us to eat." Yum Yum gives each child a slice of the apple. Yum Yum says/signs, "The slices of apple are from the big apple. Let's eat the slices of apple.

Conclusion: Restate the problem. How can we make food look different? Yum Yum says/signs, "We can make the orange look different by squeezing it (demonstrate) to make orange juice. We can make a carrot look different by grating it (demonstrate). We can make an apple look different by cutting it to make slices (demonstrate). Yum Yum points to the whole carrot and the pieces. He asks as he points to each one. Is this a carrot? Teacher helps to elicit affirmative response from each student. Repeat this procedure with the whole apple/slices and the orange half/juice. Yum Yum says,

"Good-bye, Good-bye, Good-bye I say.
I'll see you another day.
Good-bye (NAME), etc."

Yum Yum is put back in the box.

Evaluation: Teacher lines up the food on the table. Teacher holds up the whole carrot. She ask/signs, "Is this a carrot?" Point to (pick up) another food that is made from the carrot. Teacher helps to elicit appropriate responses from each student. Repeat procedure with the apple and the orange.

Extender: Foods discussed in class are put on a table (orange, orange juice, carrot, grated carrots, apple, apple slices.) Instruct student to put different forms of the same food together. Example: Put the foods from the orange together, etc.

THEME: WHAT DO WE EAT?

Educational Objective

Students will distinguish the different forms of food.

Problem: What foods can we drink? What foods can we eat?

Vocabulary: drink, pour, orange juice, milk, water

Materials: container of orange juice, container of milk, container of water, plastic cups

Procedure: Repeat initial procedure through Yum Yum's song. Teacher asks Yum Yum what he brought for the class. Yum Yum takes out his bag and says,

"Here is my bag, here is my bag,
look at what I have in my bag."

Yum Yum takes out the container of orange juice. Yum Yum says/signs, "I'm thirsty, I want to drink." Yum Yum opens container of orange juice and pours some into a clear plastic cup. Yum Yum says, "This is orange juice. This is good food. This is good to drink." "We drink the orange juice today. We drink the orange juice this way." (Yum Yum pretends to drink.)

Repeat procedure using milk and water using the same rhyme pattern. Yum Yum says,

"Now it's time to sing my song,
and hope that you will sing along."

(Sung to the tune of "Here We Go Round the Mulberry Bush".)

"This is the way we drink our food,
drink our food, drink our food.
This is the way we drink our food,
we drink some food this way."

Conclusion: Yum Yum lines up three drink on table. Yum Yum says/signs/points these are foods we drink. The orange juice is to drink. The milk is to drink. The water is to drink. Yum Yum gives a cup to each student. Yum Yum asks/signs/point to the one you want to drink. (Teacher helps students make responses and gives each student a drink. After everyone drinks, Yum Yum says,

"Good-bye, Good-bye, Good-bye I say.
I'll see you on another day.
Good-bye (NAME) etc.

Teacher puts Yum Yum back in the box.

THEME: WHAT DO WE EAT?

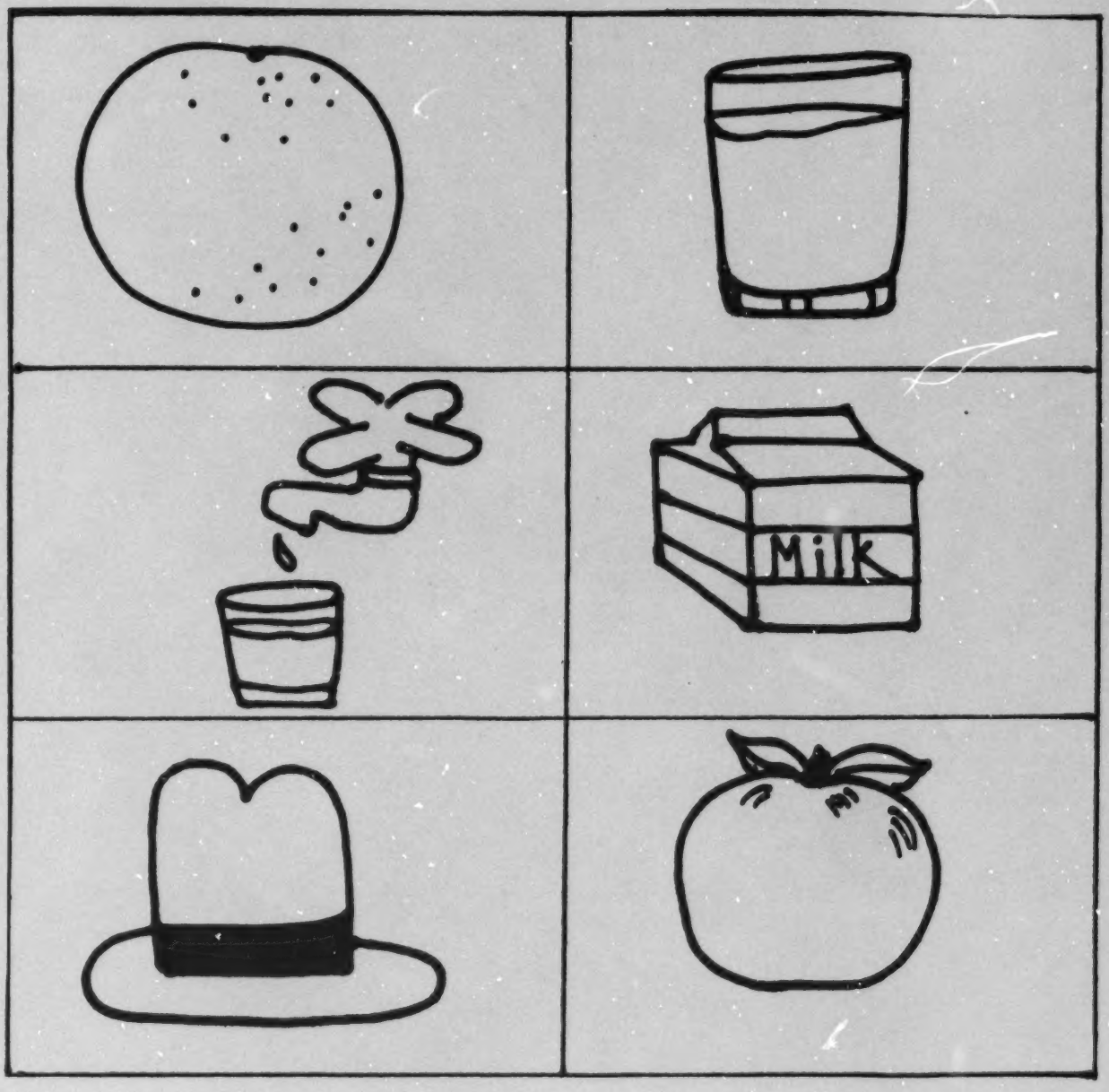
Evaluation: Teacher picks up container of orange juice. Teacher asks/signs, "Is this a food we drink?" Teacher helps students make affirmative response. Teacher asks/signs, "Show me what we do with this." Teacher helps student make appropriate gesture or sign. Repeat with milk and water.

Extender: Use worksheet with the following pictures: orange juice, milk, water, apple, orange, hat. Instruct students to put X under pictures of foods to drink.

THEME: WHAT DO WE EAT? NAME: _____

Worksheet

DIRECTIONS: Put an X under pictures of foods to drink.



THEME: WHAT DO WE EAT?

Educational Objective

Students will identify those foods which they eat most frequently at breakfast.

Problem: What are some of the foods we eat when we wake up in the morning? What are some of the foods we eat at breakfast?

Vocabulary: breakfast, wake up, different, orange juice, milk, cereal, bread, egg, muffin

Materials: orange juice, milk, cereal, bread, egg, muffin

Procedure: Teacher says, "Where is Yum Yum? Let's see if Yum Yum's coming today." Teacher calls, "Yum Yum! Yum Yum!" as she reaches into the box. Teacher says/signs, "Oh! Yum Yum is sleeping! Wake up! Wake up, Yum Yum, it's time to wake up (sign)." Teacher pulls Yum Yum out of the box. Yum Yum stretches. Teacher says, "Yum Yum just woke up (sign)."

Yum Yum says, "Oh! I'm so tired. I don't think I can sing my song until I eat some food. I have to eat some food for breakfast when I get up." Yum Yum says,

"Here is my bag, here is my bag.
Look at what I have in my bag."

Yum Yum takes out a container of orange juice and pours it into a cup and ask/signs, "What is this? What do we do with this? Yes, this is orange juice. We drink it like this." Yum Yum demonstrates. "Orange juice, orange juice, yea, yea, yea. I drink it for breakfast everyday."

Yum Yum takes out a small container of cereal and a container of milk. Yum Yum repeats procedure with the following rhymes.

"Cereal, cereal good to eat.
Yummy, yummy what a treat.
Milk, milk I drink for breakfast too.
It's good for me and good for you.
The bread I know is good to eat.
The muffin's for a special treat.
The egg (sign) we eat in many ways,
in different (sign) ways on different days."

Yum Yum says, "Now I feel (sign) good (sign). Now I can sing by song and hope that you will sing along."

THEME: WHAT DO WE EAT?

Procedure: (continued)
I need to eat when I wake up.
I drink my orange juice in a cup.
In the plate the cereal will go
and pour the milk on top like so.
The bread, the egg, the muffin too.
For breakfast, they're so good for you."

Conclusion: Restate the problem. What are some of the foods we wet when we wake up in the morning? What are some of the foods we eat at breakfast? Yum Yum says/signs, "The is (food item). We eat it for breakfast." Repeat with each food item. Yum Yum says, "Good bye, good bye, good bye I say. I'll see you on another day." Yum Yum is put back into the box.

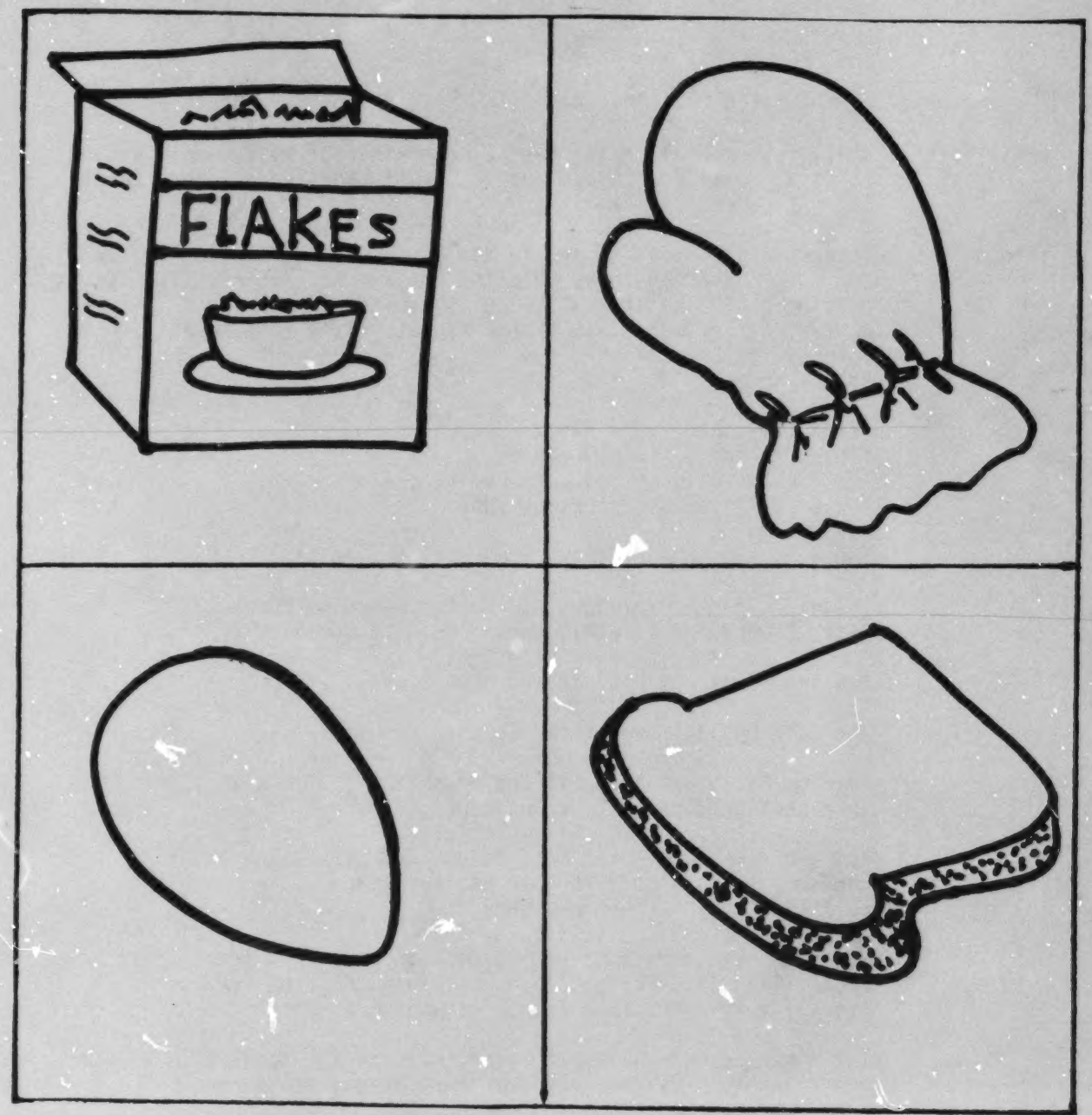
Evaluation: Teacher points to each item and says/signs, "What is this?" (Elicit appropriate responses.) "Do we eat this for breakfast?" (Elicit appropriate responses.) Repeat with each food item.

Extender: Use worksheet with three breakfast food items egg, bread, and a box of cereal and one non food items. Instruct the students to put an X under each breakfast food.

THEME: WHAT DO WE EAT? NAME: _____

Worksheet

DIRECTIONS: Put an X under each breakfast food.



THEME: WHAT DO WE EAT?

Educational Objective

Students will identify those foods which they eat most frequently at lunch.

Problem: What are some foods we eat for lunch?

Vocabulary: lunch, ball, roll, cheese, milk, raisins, picture, hold up

Materials: small rubber ball, roll, cheese, container of milk, small box of raisins, small one object puzzle, realistic sized picture cards of roll, cheese, milk

Procedure: Teacher says/signs, "Where is Yum Yum?" Teacher calls "Yum Yum, Yum Yum." Teacher looks into the box and says/signs, "Yum Yum is playing ball. He looks like he is having so much fun." Teacher says/signs, "Yum Yum, it's time to eat. It's time to eat lunch. You have to stop playing now." Teacher takes out Yum Yum. Yum Yum says,

"It's time to eat and not to play.
I need to eat my lunch each day.
Lunch helps me work and keeps me strong.
Now I will sing my lunchtime song."

(Sung to the tune of the "Farmer and the Dell".)

I love to munch my lunch. I love to munch my lunch.
After I work and play all day, I love to munch my lunch.

Yum Yum takes out his bag and says/signs,

"Here is my bag, here is my bag."

Yum Yum takes out the roll and says/signs, "This is a roll. It is a good food to eat for lunch."

Yum Yum takes out a slice of cheese and says/signs, "This is cheese. It is a good food to eat for lunch. I put it in the roll like this." (Demonstrate)

Yum Yum takes out container of milk and pours it into a plastic cup. "This is milk. It is a good food to drink for lunch. I pour it into a cup like this." (Demonstrate)

Yum Yum take out the small box of raisins and opens it. "These are raisins. They are a yummy treat to eat at lunch."

"Now it's time to sing my song.
I hope you will sing along."

THEME: WHAT DO WE EAT?

Procedure: (Sung to the tune of "Farmer and the Dell".)
(continued)

"I love to munch my lunch. I love to munch my lunch.
After I work and play all day,
I love to munch my lunch.

I eat my roll for lunch. I eat my cheese for lunch.
Raisins, cheese and roll and milk.
I eat these foods for lunch."

Conclusion: Yum Yum says/signs, "What are some foods we eat for lunch?" Yum Yum points to roll and says/signs, "This is a roll, it is a good food to eat at lunch." Yum Yum repeats for each food. Yum Yum says/signs, "I have to go now. It's time for me to do my puzzle (pulls puzzle out of bag.) Do you like my puzzle?" Yum Yum says/signs,

"Good-bye, good-bye, good-bye I say.
I'll see you another day.
Good-bye (NAME) etc."

Yum Yum is put back in the box.

Evaluation: Teacher takes out realistic size pictures of each food item (enough for each student; duplicates may be used.) Teacher gives each student a card. Teacher holds up the roll and says/signs, "Who has the picture that looks like this roll." "Hold up the picture and show it to me." (Teacher helps students make appropriate response.) Repeat this procedure for each food item.

Extender: Using the picture cards and the objects, instruct student to match picture with object.

THEME: WHAT DO WE EAT?

Educational Objective

Students will identify those foods which they eat most frequently at dinner.

Problem: What are some of the foods we eat at night?

Vocabulary: watermelon, dinner, plate, chicken, potato, carrot, apple juice

Materials: plastic toy television, paper plate, chicken, potato, container of sliced carrots, container of apple juice, plastic watermelon

Procedure: Teacher says, "Where is Yum Yum?" Teacher calls "Yum Yum, Yum Yum." The teacher looks in the box and says/signs, "Yum Yum is watching television. He is tired because he was playing all day." Teacher says/signs, "Yum Yum, Yum Yum, it's time to eat. It's time to eat dinner."

Yum Yum says,

"I played and played and played all day.
I'm tired as can be.
It's time to eat my dinner now.
My food is here you see."

Yum Yum says,

"Here is my bag, here is my bag.
Look at what I have in my bag."

Yum Yum takes out a paper plate and says/signs, "Here is my plate. I'm going to put the food on my plate."

Yum Yum takes out a chicken and says, "This is my favorite food for dinner. I love chicken. Chicken is so good to eat, yummy, yummy what a treat."

Yum Yum takes out a potato. "This is for my dinner too. A potato is really good for you."

Yum Yum takes out carrots. "Carrots, carrots oh so sweet. Carrots, carrots what a treat."

Yum Yum takes out a container of apple juice. "I need to drink with dinner too. Apple juice is so good for you."

Yum Yum pulls out a plastic watermelon. "I like watermelon, do you? I'll eat it when my dinner is through."

THEME: WHAT DO WE EAT?

Conclusion: What are some things we can eat for dinner? Yum Yum points to chicken and says, "This is chicken, it's a good food to eat at dinner." Yum Yum repeats this for each food. Yum Yum says/signs, "It's time for me to go to bed after I eat my dinner." Yum Yum says,

"Good-bye, good-bye, good-bye I say.
I'll see you on another day.
Good-bye (NAME) etc."

Yum Yum is put back in the box.

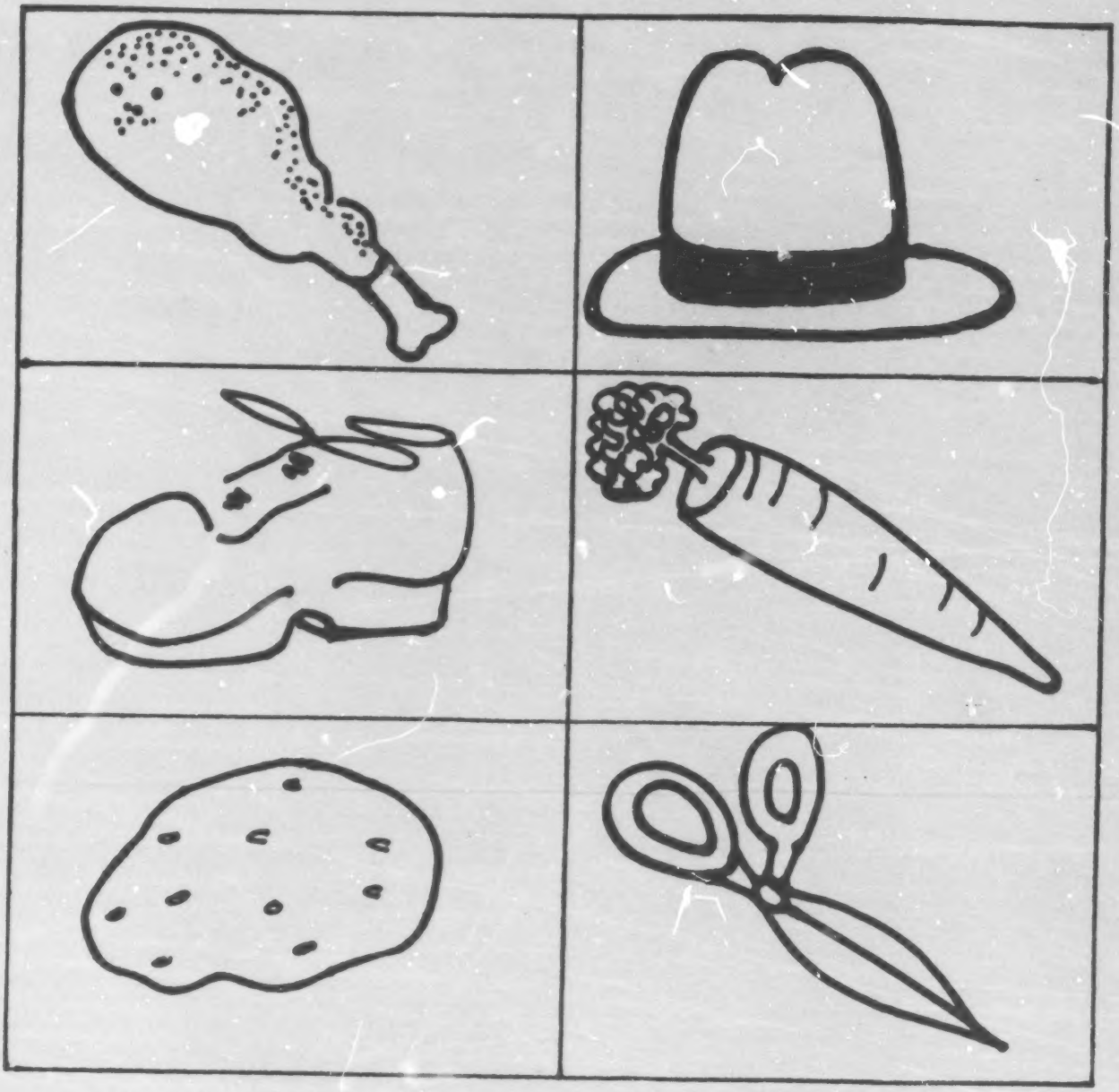
Evaluation: Teacher points to each item and says/signs, "What is this?" (Elicit appropriate responses.) "Do we eat this for dinner?" (Elicit appropriate responses.) Repeat with each food item.

Extender: Use worksheet with three dinner items: meat, potato, and carrots, and three non-food items: scissors, hat, and shoe. Instruct students to put X under the dinner foods.

THEME: WHAT DO WE EAT? NAME: _____

Worksheet

DIRECTIONS: Put an X under each dinner food.



THEME: WHAT DO WE EAT?

Educational Objective

Students will name specific foods.

Problem: What are the names of the foods we eat?

Vocabulary: apple, banana, pear, bread, orange, carrot, name, game, pick up, close, open, away

Materials: apple, banana, pear, bread, orange, carrot,
picture cards of apple, bread, pear, orange, carrot, bread

Procedure: Follow initial procedure through Yum Yum's song. Teacher asks Yum Yum what he has brought for the class. Yum Yum says,

"Here is my bag, here is my bag.
Look at what I have in my bag."

Yum Yum takes out an apple, a banana, a pear, a piece of bread, an orange and a carrot. As he takes out each item he names it. Yum Yum says/signs,

"These are foods I have brought before.
Do you remember their names?
Let's have some fun and play a name game.
Let's try to remember the names of each food.
Listen to my song.
It will help you learn the names."

Yum Yum sings/signs/gestures,

(Sung to the tune of "Frere Jacquies".)

"What is this? What is this?
What can it be? What can it be?
It is a(an) _____. It is a(an) _____.
Look and see. Look and see."

This is sung for each food item.

Conclusion: Yum Yum says/signs, "Now let's see if you can remember the name of each food. Let's sing the song again but this time, I will ask you to point to (pick up) the food I say." Yum Yum sings/signs/gestures, (to the tune of "Frere Jacquies") "Where is the _____? Where is the _____? Where can it be? Where can it be? Point to (pick up) the _____.
Point to (pick up) the _____. Show/give it to me.
Show/give it to me." (This song is sung for each food item and for each student in various combinations.)

THEME: WHAT DO WE EAT?

Evaluation: Yum Yum lines up the food items and repeats the name of each one. Yum Yum says/signs, "Let's play a game with these foods. You are going to close your eyes and I am going to take one food away and put it in my bag. I want to see if you can guess which food I take away. Yum Yum tells students to close their eyes. He takes away the apple and puts it in the bag. Yum Yum tells the students to open their eyes. Yum Yum says/signs, "Who knows which food is missing?" As he holds up the bag. Yum Yum asks/sign, "Is the orange in here, etc." (Use name of each food and name apple last.) Teacher helps to elicit appropriate responses. When Yum Yum names apple he says/signs, "Yes, the apple is in the bag." Yum Yum takes out the apple and shows it to the class. Repeat this procedure with the other foods.

Extender: Provide picture cards of the items in the lesson. Instruct students to match the picture card with the food. Teacher reinforces name of food with verbalization.

THEME: WHAT DO WE EAT?

Educational Objective

Students will develop an awareness of the physical and sensory characteristics of food.

Problem: What are some foods that are wet? What are some foods that are dry?

Vocabulary: wet, dry, water, cereal, milk, glass, thirsty

Materials: water, glass, cereal, milk, paper plates

Procedure: Repeat initial procedure through the song, "I'm Yum Yum." Teacher asks Yum Yum what he has brought for the class. Yum Yum takes out his bag and says,

"Here is my bag, here is my bag."
"Look at what I have in my bag."

Yum Yum, says, "Before I take anything out my bag, I have to have a drink of water." Yum Yum asks teacher or aide, "May I please have a glass of water?" As Yum Yum reaches for the glass, some of the water spills. Yum Yum says, "Oh! the water spilled on the table and now the table is wet. Feel how wet the table is." Teacher helps each student feel the table and says/signs, "Wet."

Now Yum Yum reaches into his bag and takes out a small box of cereal. He opens box and says/signs, "Oh! I'm hungry. I want to eat this cereal but it's too dry (sign.)" He pours some of the cereal in a paper plate and touches it. He says/signs, "Dry." Teacher helps each student feel cereal and as each student touches cereal she says/signs, "Dry."

Then Yum Yum says, "I think I'll put some milk on the cereal so it won't be so dry." He takes container of milk out of bag. He opens container and pours some milk on the cereal. Yum Yum says, "Now the cereal is wet (signs.)" Yum Yum puts some of the wet cereal in a plate and teacher helps each student feel wet cereal and says/signs "Wet."

Conclusion: Yum Yum asks/signs, "What is dry?" He holds up plate of dry cereal and says/signs, "This cereal is dry." Yum Yum asks/signs, "What is wet?" He holds up plate of wet cereal and says/signs, "This cereal is wet." Yum Yum says/signs,

"Good-bye, good-bye, good-bye I say.
I'll see you on another day."

Teacher puts Yum Yum back in the box.

THEME: WHAT DO WE EAT?

Evaluation: Teacher points to dry cereal and says/signs, "Is this cereal dry?" Elicit appropriate response, "Yes, this cereal is dry." Teacher points to wet cereal and says/signs, "Is this cereal wet?" Elicit appropriate response, "Yes, this cereal is wet."

Extender: Teacher puts plate of dry cereal and plate of wet cereal on the table. Teacher asks/signs, "Point to (sign) the one that's dry." "Point to the one that is wet."

THEME: WHAT DO WE EAT?

Educational Objective

Students will develop an awareness of the physical and sensory characteristics of food.

Problem: What are some foods that we eat that are hot? What are some foods that we eat that are cold?

Vocabulary: hot, cold, apple juice, soup, glass, cup

Materials: can of apple juice, thermos of hot soup, cup, glass

Procedure: Repeat initial procedure through the song "I'm Yum Yum." Teacher asks Yum Yum what he has brought to class. Yum Yum takes out his bag and says,

"Here is my bag, here is my bag.
Look at what I have in my bag."

Yum Yum takes out a container or thermos with hot soup and (pours soup into a cup.) Yum Yum says/signs, "This is soup, feel how hot. I like soup, a lot, a lot." The teacher passes a cup of soup around and lets each student (or helps each student) put his hand on it to feel. As each student feels the cup, teacher says/signs, "HOT!" The cup is then put on the table.

Yum Yum reaches into his bag and takes out can of cold apple juice and says/signs, "The juice is good when its cold. See the can of juice I hold." The teacher passes the can of juice around and lets each student (or helps each student) put his hand on the can to feel. As each student feels the can, teacher says/signs, "COLD!" Can is then put on the table.

Conclusion: Yum Yum says, "What are some foods that we eat that are hot?" Yum Yum holds up hot cup of soup and says, "This is soup, we like to eat it hot." Yum Yum says, "What are some foods that we eat cold?" Yum Yum opens the can of juice, pours it in a glass and says, "This is apple juice, we like to drink it cold." Yum Yum says,

"Good-bye, good-bye, good-bye I say.
I'll see you on another day."

Teacher puts Yum Yum back in the box.

THEME: WHAT DO WE EAT?

Evaluation: Teacher points to soup in cup and says, "Is this soup hot?" Elicit appropriate response from students.) Teacher points to juice in glass and says, "Is this juice cold?" (Elicit appropriate response from students.)

Extender: Teacher puts cup of hot soup and glass of cold apple juice on the table. Teacher asks/signs, "Point to the one that is hot. Point to the one that is cold."

THEME: WHAT DO WE EAT

Extenders:

- match real foods to plastic models of food.
- match real or plastic food models to pictures of food.
- match same pictures or models.
- find picture or object that is different.
- match outlines of food to real or plastic model.
- food (models or pictures).
- match different forms of same food.
- circle game, passing around food items and non-food items.
- make food stick puppets.
- trace outlines of food.
- color outlines of food.
- finish incomplete drawings of food.
- play "Food Lotto."
- play "Food Bingo."
- decorate room with food pictures.
- play fishing game with pictures of food.
- cut out pictures and paste.
- complete food puzzles (templates).
- make food chart to hang in class.
- play what's in the bag (feeling foods).
- trace or write names of food under matching pictures.
- play language games using models or food cards.
- connect dot to dot drawings of food.
- classify food and non-food items.
- classify safe and non-safe food items.
- play treasure hunt (ex. find the banana, etc.).
- play action games using food (hold the apple over your head, give the apple to someone, put the apple on top of something, next to, etc.).
- play "Which Food is Missing?"
- use flannel board and cut outs of food.
- make clay representations of food/paint
- trace outline of food in sand (emphasize shape).
- make food pictures using sand paper.

HOW DO YOU EAT YOUR FOOD?

INTRODUCTION

This theme deals with the process of socialization as it relates to eating. It introduces the student to the socially accepted tools by which food is put into the mouth.

The lessons introduce the students to the appropriate cutlery for various kinds and forms of food. The lessons are designed to show the student how to use cutlery and to reinforce the need for cutlery.

The student will become aware of some basic health patterns in food consumption, such as eating slowly and chewing food well, as well as the importance of clean hands.

These lessons will make the student aware of some of the conduct of socially accepted dining activities such as how to use a napkin, how to set a table, and how to socially interact with others at a dining table in a sharing way.

All of these activities are geared to enable these students, whenever and wherever possible, to be part of the normal society.

The objectives for this theme are:

Students will:

1. identify various forms of cutlery.
2. recognize the use of cutlery for eating.
3. recognize that different foods require specific cutlery.
4. where possible, match foods with the appropriate eating implement.
5. recognize the importance of chewing food.
6. recognize the importance of eating slowly.
7. recognize the importance of sitting at the table without grabbing food belonging to others.
8. participate in a social sharing activity.
9. recognize the importance of washing their hands before eating.
10. recognize the importance of using a napkin when eating.
11. observe and where possible, participate in setting the table.

THEME: HOW DO YOU EAT YOUR FOOD?

Educational Objective

Students will identify various forms of cutlery.

Problem: What objects do we use to eat food?

Vocabulary: peanuts, dish, applesauce, spoon, knife, fork

Materials: peanuts, dish, applesauce, dish, spoon, knife, fork, pencil, crayon, scissor

Procedure: Repeat initial procedure until the teacher takes Yum Yum out of the box. While Yum Yum is on the teacher's hand (Yum Yum is holding his bag), a voice is heard from the bag. (Aide can do the voice.) "Hey, let me out of the bag!" "Yum Yum, you forgot me." "I want to meet the boys and girls too!"

Yum Yum says/signs, "Boys and girls, I've brought my brother Peanuts with me." Yum Yum puts down his bag and says, "My brother Peanuts came with me, he's very small (sign) as you can see."

Aide takes Peanuts out of the bag.

Peanuts says/signs,

"Peanuts, Peanuts is my name.
I'm so happy that I came.
Hey, boys and girls, my name's Peanuts.
Do you know why they call me Peanuts?
Because I love to eat peanuts."

Peanuts takes out a whole peanut in the shell and shows it to the students.

Yum Yum says/signs, "Whenever Peanuts comes along, he'll always help me sing my song."

(Sung to the tune of "Frere Jacques".)

(Yum Yum) I am Yum Yum
(Peanuts) I am Peanuts
(Yum Yum and Peanuts) How are you? How are you?
(Yum Yum) I am glad to be here.
(Peanuts) I am glad to be here.
(Yum Yum and Peanuts) Yes, its true. Yes, its true.

Peanuts says/signs, "Hey, Yum Yum, I'm hungry! Take out the food in your bag."

THEME: HOW DO YOU EAT YOUR FOOD?

Procedure: (continued)

Yum Yum takes out a container of applesauce and puts it in a dish. Yum Yum says/signs, "This is applesauce. This is a good food to eat."

Peanuts says/signs, "Boy, I can't wait to eat this." He grabs it with his hand.

Yum Yum slaps Peanuts on the hand and says, "No, no Peanuts, we don't eat applesauce with our hands. Let me show you what we use to eat applesauce."

Yum Yum takes out a spoon and says, "This is a spoon. This is the way we say/sign spoon." Yum Yum puts the spoon in each student's hand and says, "This is a spoon." (Teacher makes sign.) Make the sign for food. Teacher helps each student make the sign for food.

Yum Yum says to Peanuts, "Look Peanuts, look what other things I have in my bag."

Yum Yum takes out a fork, holds it up and says, "This is a fork. This is the sign for fork (make sign). We use a fork when we eat other kinds of food."

Teacher repeats same procedure as that used with spoon with each student.

Yum Yum takes out a knife and repeats the same procedure as that used with fork.

Yum Yum says/signs,

"Now it's time to sing my song,
And I hope that you will sing along."

(Sung to the tune of "Three Blind Mice".)

"Spoons, knives, forks!" "Spoons, knives, forks!"
"We use them to eat." "We use them to eat!"
"They help us pick up our food this way!" (DEMONSTRATE)
"We eat our food with them every day."
"They're so good to use, we should shout hooray, for spoons, knives, forks."

Conclusion: Yum Yum asks/signs to Peanuts, "What are the names of some things we use to eat with?" Peanuts holds up a spoon and says/signs, "This is a spoon. We use a spoon for eating." Repeat procedure for knife and fork. Yum Yum and Peanuts say,

"Good-bye, good-bye, good-bye I say.
"I'll see you on another day."

They are put back in the box.

THEME: HOW DO YOU EAT YOUR FOOD?

Evaluation: Teacher has six items on table: knife, fork, spoon, crayon, scissors, and pencil. Teacher asks different students, in turn, to point or pick up something we use for eating. As student picks up correct item, teacher verbalizes name and function of object.

Extender: Teacher places six items on table. Teacher instructs student to point to or pick up a specific object used for eating, such as pick up the spoon, etc.

THEME: HOW DO YOU EAT YOUR FOOD?

Educational Objective

Students will recognize the use of cutlery for eating.

Problem: What object do we use when we eat cereal with milk?

Vocabulary: bowl, cereal, milk, crayon, scissors, spoon

Materials: bowl, cereal, milk, spoon, crayon, scissors

Procedure: Repeat initial procedure until the teacher takes Yum Yum out of the box. Yum Yum is on teacher's hand. (Yum Yum is holding his bag.) A voice is heard from the bag. (Aide can do the voice.) "Hey, let me out of the bag. Yum Yum, you forgot me. I want to meet the boys and girls too!"

Yum Yum puts down his bag and says, "My brother Peanuts came with me. He's very small (sign) as you will see."

Aide takes Peanuts out of the bag.

Peanuts says/signs,

"Peanuts, Peanuts is my name.
I'm so happy that I came.
Hey, boys and girls,
My name's Peanuts.
Do you know why they call me Peanuts?
Because I love to eat peanuts."

Peanuts takes out a whole peanut in the shell and shows it to the students.

Yum Yum says,

"Whenever Peanuts comes along,
He'll always help me sing my song."

(The song is sung to the tune of "Frere Jacques".)

(Yum Yum) I am Yum Yum.
(Peanuts) I am Peanuts.
(Yum Yum and Peanuts) How are you? How are you?
(Yum Yum) I am glad to be here.
(Peanuts) I am glad to be here.
(Yum Yum and Peanuts) Yes, its true. Yes its true.

THEME: HOW DO YOU EAT YOUR FOOD?

Procedure: Peanuts says/signs, "Hey Yum Yum, I'm hungry. Lets eat the cereal and milk you brought."

Yum Yum takes out the cereal and milk and pours it in a bowl. Peanuts grabs it and eats the wet cereal with his hand. Yum Yum slaps his hand.

Yum Yum says/signs, "No, no Peanuts, we don't eat the cereal with our hands. We use a spoon. Let me show you."

Yum Yum demonstrates holding a spoon and picking up cereal and milk with his spoon.

Peanuts imitates action.

Peanuts says/signs,

"This is easy and it's fun.
I'll use this spoon until I'm done."

Peanuts says/signs,

"And now its time to sing a song
and hope that you will sing along."

Peanuts gestures/sings
(to the tune of "With My Foot I Tap, Tap, Tap".)

With my spoon I eat this way (demonstrate).
Don't use you hand it's not okay.
My spoon is good to lift my food.
I'll use my spoon and not my hand, I say!

Conclusion: Yum Yum asks Peanuts, "What did you need to eat the cereal?" Peanuts hold up the spoon and says/signs, "I used a spoon to eat the cereal and milk." Then they both say,

"Good-bye, good-bye, good-bye we say.
We'll see you on another day."

They are both put back in box.

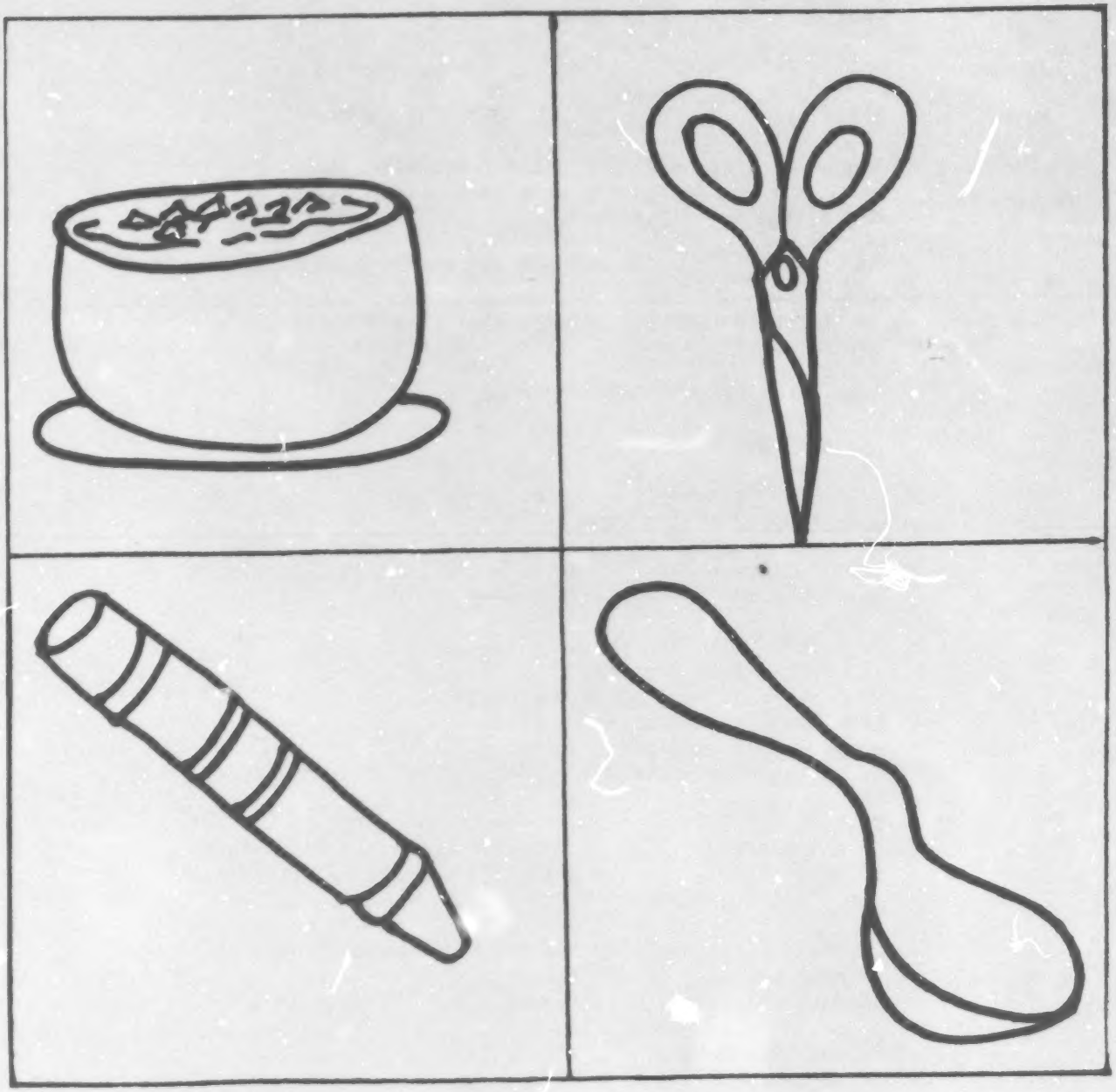
Evaluation: Teacher puts three objects on the table: a spoon, crayon and scissors. Teacher tells students to point to object they use to eat cereal and milk with. Teacher helps elicit appropriate response. Teacher holds up spoon and says, "Yes, we use this spoon to eat cereal with milk."

Extender: Use a worksheet, on left-hand side pictures of bowl of cereal with milk, on right-hand side three pictures: scissors, crayon and spoon. Instruct students to draw line from bowl of cereal to the object that is used to eat it.

THEME: HOW DO YOU EAT YOUR FOOD? NAME: _____

Worksheet

DIRECTIONS: Draw a line from bowl of cereal to the object that is used to eat it.



THEME: HOW DO YOU EAT YOUR FOOD?

Educational Objective

Students will recognize the use of cutlery for eating.

Problem: What objects do we use when we eat chicken?

Vocabulary: knife, fork, crayon, scissors, plate, chicken

Materials: plate, knife, fork, crayons, scissors, chicken

Procedure: Repeat initial procedure until the teacher takes Yum Yum out of box. Yum Yum is on teacher's hand. (Yum Yum is holding his bag.) Yum Yum says/signs,

"Boys and girls, I've brought my brother Peanuts with me."

Yum Yum puts down his bag and says, "My brother Peanuts came with me. He's very small (sign) as you can see."

Aide takes Peanuts out of the bag.

Peanuts says/signs,

"Peanuts, Peanuts is my name.
I'm so happy that I came."

Yum Yum says/signs, "Whenever Peanuts comes along, he'll always help me sing my song." They sing:

(Yum Yum) I am Yum Yum.
(Peanuts) I am Peanuts.
(Yum Yum and Peanuts) How are you? How are you?
(Yum Yum) I am glad to be here.
(Peanuts) I am glad to be here.
(Yum Yum and Peanuts) Yes, it's true. Yes it's true.

Peanuts says/signs, "Hey Yum Yum I'm hungry. Let's eat the piece of chicken you brought." Yum Yum takes out the chicken and puts it on a plate. Peanuts grabs it and eats it with his hand. Yum Yum slaps his hand.

Yum Yum says/signs, "No, No Peanuts, we don't eat the chicken with our hands. We use a fork and knife." Yum Yum demonstrates cutting chicken with fork and knife. Peanuts imitates action.

Peanuts says/signs,

"This is easy and it's fun.
I'll use fork and knife until I'm done."

THEME: HOW DO YOU EAT YOUR FOOD?

Procedure: (continued)

Peanuts says/signs,

"Now it's time to sing a song,
and hope that you will sing along."

With my knife I cut, cut, cut
With my fork I pick things up
Cut, cut, cut
Pick things up
That's the way I use my knife and fork.

Conclusion: Yum Yum asks Peanuts, "What did you need to eat the chicken?" Peanuts holds up the knife and fork and says/signs, "I used the knife and fork to eat the chicken." Then Peanuts says to students, "Yes, I used a knife and fork to eat the chicken." Then they both say,

"Good-bye, good-bye, good-bye we say.
We'll see you on another day."

They are both put back in box.

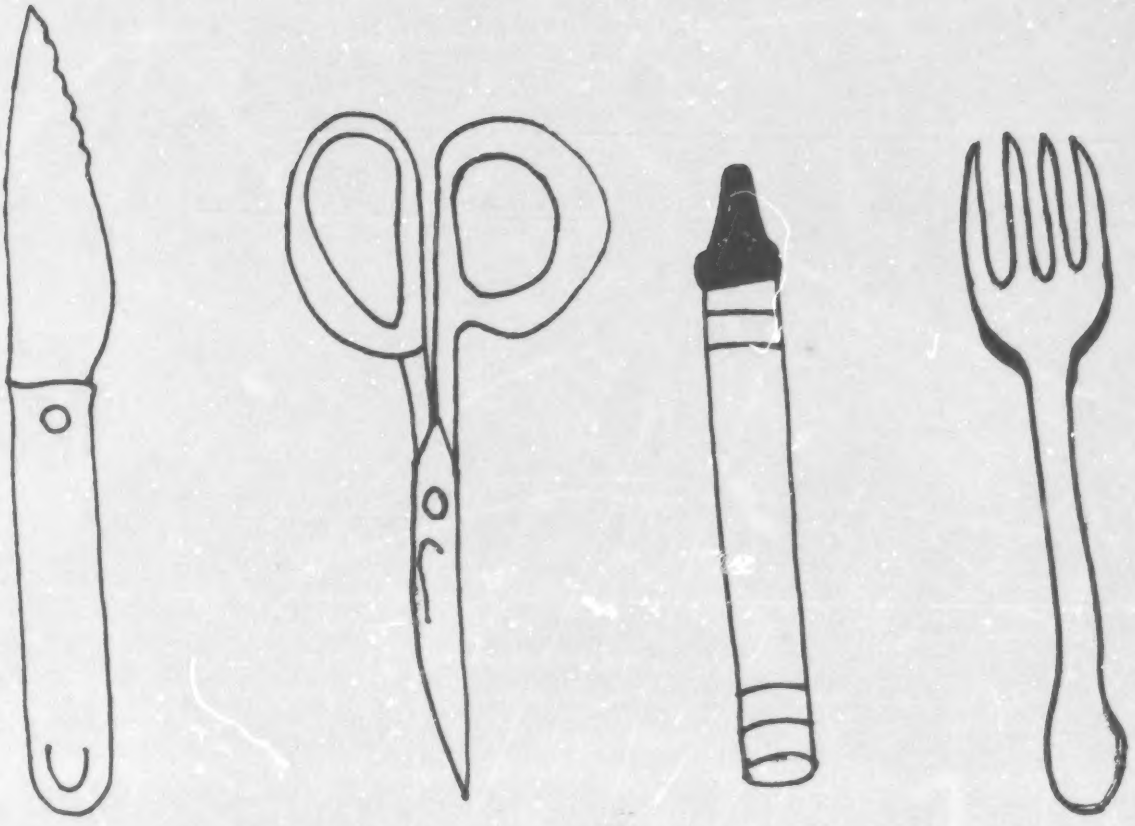
Evaluation: Teacher puts four objects on the table: fork, spoon, crayon and scissors. Teacher tells students to point to objects they use to eat chicken. Teacher helps elicit appropriate response. Teacher holds up knife and fork and says, "Yes, we use the fork and knife to eat chicken."

Extender: Use a worksheet. On left-hand side picture of chicken. On right-hand side four pictures (scissors, crayon, fork and knife.) Instruct student to draw line from chicken to objects that are used to eat it.

THEME: HOW DO YOU EAT YOUR FOOD? NAME: _____

Worksheet

DIRECTIONS: Draw line from chicken to objects that are used to eat it.



THEME: HOW DO YOU EAT YOUR FOOD?

Educational Objective

Students will recognize that different foods require different cutlery.

Problem: What objects do we use when we eat different kinds of food?

Vocabulary: treat, chicken, milk, cereal, banana, knife, fork, spoon

Materials: chicken, milk, cereal, banana, plate, bowl, knife, fork, spoon

Procedure: Repeat initial procedure until the teacher takes Yum Yum out of the box. Yum Yum is on teacher's hand. (Yum Yum is holding his bag.) Yum Yum says/signs,

"Boys and girls, I'm going to call my brother Peanuts now." He calls, "Peanuts, Peanuts, don't be long, it's almost time to sing our song." Aide takes Peanuts out of the box.

Peanuts says/signs,

"Peanuts, Peanuts is my name.
I'm so happy that I came."

Yum Yum says/signs, "Whenever Peanuts comes along, he'll always help me sing my song. They sing:

(Yum Yum) I am Yum Yum.
(Peanuts) I am Peanuts.
(Yum Yum and Peanuts) How are you? How are you?
(Yum Yum) I am glad to be here.
(Peanuts) I am glad to be here.
(Yum Yum and Peanuts) Yes, it's true. Yes, it's true.

Peanuts says/signs, "Hey Yum Yum, I'm hungry. Take my favorite food out of the bag."

Yum Yum takes out chicken, milk and cereal. Yum Yum says/signs, "Look Peanuts, this is the chicken you love." (Yum Yum holds up chicken and puts it on a plate which is on the table.)

Yum Yum takes out milk and cereal. Yum Yum says/signs, "Look Peanuts, this is the milk and cereal you love." (Yum Yum holds up box of cereal and container of milk.) Yum Yum says/signs, "Oh I'll put the cereal in this bowl."

THEME: HOW DO YOU EAT YOUR FOOD?

Procedure: (continued)

Peanuts says/signs, "Oh Yum Yum, I'm so hungry, let me pour the milk." Peanuts pours the milk in the bowl. Yum Yum says/signs, "Oh Peanuts, I have a special treat for you to put in your cereal."

Yum Yum takes a banana out of his bag and says/signs, "Peanuts, this is a banana. Let's put it in your cereal."

Peanuts grabs the banana and puts it in the cereal.

Yum Yum says/signs, "Oh no Peanuts, we have to peel the banana and cuts it up."

Yum Yum takes out a knife from his bag. He peels the banana, and cut it into slices.

Yum Yum says/signs, "See Peanuts, we use a knife to cut the banana. Now we'll put it in the cereal."

Yum Yum puts the slices of banana in the cereal.

Peanuts says/signs, "Oh Yum Yum, I need a spoon for the cereal." Yum Yum takes out a spoon and hands it to Peanuts. Peanuts says/signs, "Thank you, Yum Yum. I will put the spoon next to the cereal." Peanuts says/signs, "Yum Yum, I need a knife and fork for the chicken." Yum Yum takes out a knife and fork and hands it to Peanuts. Peanuts says/signs, "Thank you, Yum Yum, for the knife and spoon. I will put it next to the chicken." Peanuts eats the cereal with the spoon and says/signs, "Oh Yum Yum, the cereal is so good. That banana is good too." Peanuts cuts a piece of chicken with the fork and knife. He puts the piece of chicken in his mouth with the fork and says/signs, "Oh Yum Yum, this chicken is so good." Yum Yum says/signs, "Oh Peanuts, I see you are using a spoon for the cereal. Good! Oh Peanuts, I see you are using a knife and fork for the chicken. Good!" Peanuts says/signs, "Yum Yum, I like to use the spoon for the cereal." He holds up cereal and spoon. "Oh Yum Yum, I like to use the knife and fork for the chicken." He holds up knife, fork and plate of chicken. Yum Yum says/signs, "O.K. Peanuts, now it's time to sing our song and hope that you will sing along."

THEME: HOW DO YOU EAT YOUR FOOD?

Procedure: (continued)

(Sung to the tune of "Farmer and the Dell")

The cereal gets the spoon.
The cereal gets the spoon.
This is how we eat the cereal.
The cereal gets the spoon.

And the chicken gets the fork.
The chicken gets the fork.
This is how we eat the chicken.
The chicken gets the fork.

And the knife cuts the banana.
The knife cuts the banana.
This is how we cut the banana.
The knife cuts the banana.

Conclusion: Yum Yum asks Peanuts, "What did you need to eat the cereal?" Peanuts holds up the spoon and says/signs, "I used a spoon to eat the cereal and milk." Yum Yum asks Peanuts, "What did I use to cut the banana?" Peanuts holds up the knife and says/signs, "You used a knife to cut the banana." Yum Yum says/signs, "What did you use to pick up the chicken?" Peanuts picks up fork and says/signs, "I used a fork to pick up the chicken." Then they both say,

"Good-bye, Good-bye, Good-bye we say!
We'll see you on another day."

They are both put back in box.

Evaluation: Teacher puts knife, fork, spoon, plate of chicken, cereal and milk, and banana on table. Teacher picks up chicken, tells students to point to object they use to pick up chicken. Teacher helps elicit appropriate response. Teacher holds up fork and says/signs, "Yes, we use a fork to pick up chicken." Repeat for knife and spoon.

Extender: Utensils are on one side of table, food is on other side. Student is instructed to pick up utensil and put it next to appropriate food.

THEME: HOW DO YOU EAT YOUR FOOD?

Educational Objective

Students will, where possible, match foods with the appropriate eating implement.

Problem: What objects do we use to eat different kinds of food? What object do we use when we eat applesauce? What object do we use when we eat chicken salad? What object do we use to cut chicken?

Vocabulary: chicken, salad, mayonnaise, applesauce, cut, spoon, knife, fork

Materials: slices of chicken, small container of mayonnaise, bowl, small container of applesauce, spoons, knife, fork

Procedure: Repeat the initial procedure until the teacher takes Yum Yum out of box. Yum Yum is on teacher's hand. (Yum Yum is holding his bag.) Yum Yum says/signs, "Boys and girls, I'm going to call my brother Peanuts now." He calls, "Peanuts, Peanuts, don't be long, it's almost time to sing our song." Aide takes Peanuts out of the box. Peanuts says/signs,

"Peanuts, Peanuts is my name.
I'm so happy that I came."

Yum Yum says/signs, "Whenever Peanuts comes along, he'll always help me sing my song." They sing:

(Yum Yum) I am Yum Yum.
(Peanuts) I am Peanuts.
(Yum Yum and Peanuts) How are you? How are you?
(Yum Yum) I am glad to be here.
(Peanuts) I am glad to be here.
(Yum Yum and Peanuts) Yes, it's true. Yes, it's true.

Peanuts says/signs, "Hey, Yum Yum, I'm hungry. Take the food out of the bag." Yum Yum takes out the chicken, mayonnaise and the applesauce.

Yum Yum says/signs, "This is chicken. This is mayonnaise. This is applesauce. Today we are going to cut up the chicken. We are going to mix the chicken with the mayonnaise. We will make chicken salad. Chicken salad is a good food to eat. We will eat the applesauce later. Applesauce is a good food to eat."

Peanuts says/signs, "I want to make the chicken salad. Give me the chicken." Peanuts grabs the chicken and starts to tear off pieces. Yum Yum slaps his hand. He says/signs, "No, No, Peanuts. We don't tear the chicken. We use a knife to cut it." Yum Yum demonstrates cutting the chicken. Peanuts takes the knife and cuts the chicken.

THEME: HOW DO YOU EAT YOUR FOOD?

Procedure: (continued) Peanuts says/signs, "This is easy and it's fun. I'll use the knife until I'm done."

After the chicken is cut and put into the bowl, Yum Yum says/signs, "Now we have to put the mayonnaise into the bowl with the chicken." Peanuts grabs the knife and puts it into the mayonnaise. Yum Yum slaps his hand. Yum Yum says/signs, "No, No, Peanuts. We don't use the knife. We need the spoon to put the mayonnaise into the bowl. Yum Yum demonstrates and gives the spoon to Peanuts. Peanuts says/signs, "This is easy and it's fun. I'll use the spoon until I'm done."

Peanuts says/signs, "This chicken salad looks so good. Let's eat it now." Yum Yum puts some chicken salad on a plate. Peanuts grabs the chicken salad with his hands. Yum Yum slaps his hand. Yum Yum says/signs, "No, No Peanuts. We don't eat the chicken salad with our hand. We use a fork." Yum Yum demonstrates. Peanuts imitates. Peanuts says/signs, "This is easy and it's fun. I'll use the fork until I'm done."

Yum Yum says/signs, "And now its time to eat the applesauce." He opens the container. Peanuts grabs it and puts the knife into the container to scoop out the applesauce. Yum Yum slaps his hand. Yum Yum says/signs, "No, No, Peanuts. We use a spoon to eat the applesauce." Yum Yum demonstrates. Peanuts imitates. Peanuts says/signs, "This is easy and it's fun. I'll use the spoon until I'm done." Yum Yum says/signs,

"And now it's time to sing our song
and hope that you will sing along."

(Sung to the tune of "Three Blind Mice".)

Spoons, knives, forks.
Spoons, knives, forks.
We use them to eat.
We use them to eat.

They help us pick up our food this way (demonstrate.)
We eat our food with them everyday.
They're so good to use we can shout hooray for spoons, knives, forks.

Conclusion: Yum Yum asks/signs to Peanuts, "What did you use to cut the chicken?" Peanuts holds up the knife and says/signs, "I used the knife to cut the chicken."

Repeat same procedure with the spoon and fork.

THEME: HOW DO YOU EAT YOUR FOOD?

Conclusion: (continued)

Yum Yum and Peanuts say,

"Good-bye, good-bye, good-bye we say,
We'll see you on another day."

They are both put back in the box.

Evaluation: The teacher lines up the chicken, mayonnaise, chicken salad and applesauce on the table. Teacher gives either a spoon, fork, or knife (plastic) to each student. Teacher holds up piece of chicken and says/signs, "This is a piece of chicken. What do we use to cut the chicken? Hold up what we must use." Those students who have the knives hold them up. Teacher helps to elicit appropriate response.

Repeat this procedure with the mayonnaise, chicken salad and the applesauce. Teacher reinforces action with verbalization.

Extender: Teacher lines up the food items on one side of the table and the eating utensils on the other side. Student is instructed to match the utensils with the food.

THEME: HOW DO YOU EAT YOUR FOOD?

Educational Objective

Students will recognize importance of chewing food.

Problem: Why is it important to chew your food?

Vocabulary: chicken, fork, knife, chew

Materials: piece of chicken, fork, knife, plate

Procedure: Repeat the initial procedure until the teacher takes Yum Yum out of the box. Yum Yum is on the teacher's hand. (Yum Yum is holding his bag.) Yum Yum says/signs,

"Boys and girls, I'm going to call my brother Peanuts now. Do you want to help me call Peanuts? When I count to three, everyone shout his name or clap for Peanuts, O.K.?" (Teacher shouts Peanuts and claps for demonstration).

Yum Yum says/signs, "Now let's do it all together. One, two, three, Peanuts, Peanuts" (shout and clap).

Aide takes Peanuts out of the box.

Peanuts says/signs, "Peanuts, Peanuts is my name. I'm so happy that I came."

Yum Yum says/signs, "Whenever Peanuts comes along, he'll always help me sing my song."

Sing the song, "I'm Yum Yum, I'm Peanuts."

Peanuts says/signs, "Yum Yum, I'm so hungry. Let's take out the chicken you brought. I can't wait to eat it." He grabs the bag, takes out the chicken and puts it on a plate. Yum Yum takes out a fork from the bag and gives it to Peanuts.

Peanuts says/signs, "I'm going to eat the whole thing right now." He picks up the whole chicken and puts it in his mouth. All at once, he starts choking and making gagging sounds, and drops chicken back on the plate.

Yum Yum says/signs, "Peanuts, Peanuts, you're choking. Let me help you!" Yum Yum slaps Peanuts on the back several times until Peanuts recovers.

Peanuts says/signs, "Thank you Yum Yum. I don't feel good! Yum Yum says/signs, "You tried to eat the whole piece of chicken in one bite. You have to cut your food and chew like this." (DEMONSTRATE)

THEME: HOW DO YOU EAT YOUR FOOD?

Procedure: (continued) Peanuts says/signs, "Show me again how to chew my food. Maybe our friends can show me too." Teacher can give those students who can chew a small piece of chicken and demonstrates chewing. Teacher assists students in imitating chewing.

Peanuts looks at teacher and students and says/signs, "Oh, that is how we chew our food. Let me try that." Peanuts cuts a piece of chicken and makes chewing motion."

Yum Yum says/signs, "That's right Peanuts. That is how we chew our food."

Yum Yum says/signs,

"And now it's time to sing our song
and hope that you will sing along."

(Sung to "Row Row Row Your Boat".)

Chew, chew, chew you food.
Chew it oh so good.
Chew and chew and chew and chew.
Chew it like you should.

(second verse)

Chew, chew, chew your food.
Chew it just this way. (DEMONSTRATE)
Chew and chew and chew and chew.
Chew it well each day.

(third verse)

Chew, chew, chew your food.
Chew it day and night.
Chew and chew and chew and chew.
Chew it every bite.

Conclusion: Yum Yum says/sign, "Peanuts, why is it important to chew your food?" Peanuts says/signs, "You will get sick if you don't really chew your food." Yum Yum and Peanuts say/sign,

"Good-bye, good-bye, good-bye we say.
We'll see you on another day."

Yum Yum and Peanuts are put back in the box.

Evaluation: Teacher says/signs, "Show me how we chew our food." (Teacher demonstrates and assists students to imitate.) Teacher gives appropriate food to students who are able to chew and repeats procedure.

THEME: HOW DO YOU EAT YOUR FOOD?

Educational Objective

Students will recognize the importance of eating slowly.

Problem: Why is it important to eat our food slowly?

Vocabulary: raisins, nuts, fruit, stomach, hurt, slow, fast, sit, chair

Materials: raisins, nuts, fruit, mixture, plates

Procedure: Repeat initial procedure until the teacher takes Yum Yum out of the box. Yum Yum says/signs, "Boys and girls, I'm going to call my brother Peanuts now. Are you ready to help me? When I count to three, everybody shout his name or clap for Peanuts, OK? One, two, three, (CALL/SHOUT) Peanuts, Peanuts."

Yum Yum says/signs, "Peanuts, Peanuts, don't be long, its almost time to sing our song."

Aide takes Peanuts out of the box.

Peanuts says/signs, "Peanuts, Peanuts is my name. I'm so happy that I came."

Yum Yum says/signs, "Whenever Peanuts comes along, he'll always help to sing my song."

They sing the song, "I'm Yum Yum, I'm Peanuts."

Peanuts says/signs, "Hey, Yum Yum, I'm so hungry. Take the food out of the bag. You brought my favorites things to eat today."

Yum Yum takes out a bag of mixed raisins, nuts, fruit, (dried or fresh). Yum Yum says/signs, "Here Peanuts. You can have some of your favorite snack." (He opens the bag, puts some food on a plate, and gives it to Peanuts.) "Here are some raisins, nuts and fruit for you."

Peanuts says/signs, "Thank you Yum Yum. I'm so hungry, I can't wait to eat it!" Peanuts takes pieces of food and pretends to eat very fast, rapidly putting his hand to his mouth.

Yum Yum says/signs, "Slow down, Peanuts. You're eating too fast. When you eat too fast, your stomach may hurt."

Peanuts says/signs, "Oh, Yum Yum, I don't feel so good. My stomach does hurt. You're right. I shouldn't have been eating my food so fast. I need to sit in my chair for a few minutes. I think I'll go and sit in my box." Peanuts says good-bye to the students and aide puts him back into the box.

THEME: HOW DO YOU EAT YOUR FOOD?

Procedure: (continued) Yum Yum says/signs, "Poor Peanuts. His stomach hurts from eating so fast. Next time I know he will eat slowly.

"And now its time to sing my song
and hope that you will sing along."

Yum Yum sings:

(To the tune of "Feeling Groovy" by Simon and Garfunkel.)

Slow down, don't eat too fast.
You want to make your mealtime last, so
Eat food slow and you will see.
It will make your stomach happy
Da, da, da, da, da, da, da, do eat food slowly.

(Second Verse)

Eat slow, don't be so quick
And you won't make your stomach sick, so
Eat food slow you've time to wait
to eat the food up on your plate
Da, da, da, da, da, da, do eat food slowly.

Conclusion: Yum Yum says/signs, "Boys and girls, Peanuts learned something today. He learned not to eat too fast. You have to eat food slowly so you won't get sick. And now its time for me to go.

Good-bye, good-bye, good-bye I say,
I'll see you on another day."

He is put back in the box.

Evaluation: Teacher tells students that they are going to practice eating slowly. Teacher demonstrates eating fast and signs, "NO." Teacher demonstrates eating slowly and signs, "YES." Teacher gives plate with some food to each student. Teacher instructs students to eat food slowly and demonstrates. Teacher assists students where necessary.

THEME: HOW DO YOU EAT YOUR FOOD?

Educational Objective

Students will recognize the importance of sitting at the table without grabbing another student's food.

Problem: Why shouldn't we grab food from other people's plates?

Vocabulary: grab, snack, peanuts, raisins

Materials: peanuts, raisins, plates

Procedure: Repeat initial procedure until the teacher takes Yum Yum out of the box.

Yum Yum says/signs, "Boys and girls, I'm going to call my brother Peanuts now. Are you ready to help me? When I count to three, everybody shout his name or clap for Peanuts, okay? "One, two, three (CLAP/SHOUT) Peanuts, Peanuts, don't be long, it's almost time to sing our song."

Aide takes Peanuts out of the box.

Peanuts says/signs, "Peanuts, Peanuts is my name, I'm so happy that I came."

Yum Yum says/signs, "Whenever Peanuts comes along, he'll always help to sing my song."

They sing the song "I'm Yum Yum, I'm Peanuts."

Yum Yum says/signs, "Peanuts, I brought the snack that you love to eat. Guess what I brought!"

Peanuts says/signs, "Oh, Goody! Is it peanuts and raisins?"

Yum Yum says/signs, "You're right Peanuts, I brought you peanuts and raisins to eat."

Yum Yum takes the peanuts and raisins out of bag and shows them to Peanuts.

Yum Yum says/signs, "Peanuts, I'm also very hungry. I will share the peanuts and raisins with you." Yum Yum takes out two plates and divides the snack.

Yum Yum says/signs, "Isn't it fun to eat together?"

THEME: HOW DO YOU EAT YOUR FOOD?

Procedure: (continued) Peanuts points in the distance and says/signs to Yum Yum, "Oh look over there, Yum Yum." Yum Yum turns his head and Peanuts tries to grab some of Yum Yum's food. Yum Yum catches him and slaps his hand. Yum Yum says/signs, "Oh no Peanuts, don't grab my food. You have your food and I have my food."

Peanuts says/signs, "You're right Yum Yum. I'm sorry, it's not nice to take food from other people." Yum Yum says/signs, "That's right, Peanuts. It's not nice to grab other peoples's food."

(Sung to the tune "If You're Happy and You Know It")

Never grab a person's food, no! no! no!
Never grab a person's food, no! no! no!
It's not so nice to do
When a person eats with you
to grab a person's food, no! no! no!

Conclusion: Yum Yum says/signs, "Boys and girls, Peanuts learned something today. He learned not to grab another persons food. And now it's time for us to go.

Good-bye, good-bye, good-bye, we say.
We'll see you on another day."

Yum Yum and Peanuts are put back in the box.

Evaluation: Teacher points to the two plates of peanuts and raisins and says, "Ms./Mr. (AIDE) and I are going to eat the nuts and raisins." Aide grabs food from teacher's plate. Teacher asks/signs, "Is this what we do when we eat?" Teacher elicits appropriate response and aide verbalizes "No, no, we don't grab food from other people."

THEME: HOW DO YOU EAT YOUR FOOD?

Educational Objective

Students will participate in a social sharing activity.

Problem: How can we share food with our friends?

Vocabulary: tangerine, share, friend

Materials: tangerines, paper plates

Procedure: Repeat initial procedure until the teacher takes Yum Yum out of the box.

Yum Yum says/signs, "Boys and girls, I'm going to call my brother Peanuts now. Are you ready to help me? When I count to three, everybody shout his name or clap for Peanuts, okay? One, two, three (CLAP/SHOUT) Peanuts, Peanuts." Yum Yum says/signs, "Peanuts, Peanuts, don't be long, it's almost time to sing our song."

Aide takes Peanuts out of the box.

Peanuts says/signs, "Peanuts, Peanuts is my name. I'm so happy that I came."

Yum Yum says/signs, "Whenever Peanuts comes along, he'll always help to sing my song." They sing the song I'm Yum Yum, I'm Peanuts."

Yum Yum says/signs, "Boys and girls, Peanuts and I brought a treat for you today."

Yum Yum takes out a tangerine. He says/signs, "This is a tangerine. A tangerine is like an orange. A tangerine is a good food to eat." Yum Yum passes the tangerine to each student saying to each, "Feel the tangerine. It is good to eat."

Peanuts says/signs, "Yum Yum and I want you to eat some of the tangerine with us. We don't have enough for everybody, so you will have to share it with your friend." Peanuts takes out the rest of the tangerines from the bag. He counts the number of children. He counts the number of tangerines. He says/signs, "Here is a tangerine (NAME) and (NAME) will share together."

Yum Yum picks up a tangerine and says/signs, "Look how we peel the tangerine." Yum Yum peels it. He says/demonstrates, "Look how I make two parts from the tangerine." Yum Yum separates tangerine in half. Yum Yum says/signs, "Now you do it too!"

Teacher and aide help students peel and separate tangerine.

THEME: HOW DO YOU EAT YOUR FOOD?

Procedure (continued) Yum Yum and Peanuts go around to each pair of students and say/sign, "(NAME) and (NAME) will each take a piece of the tangerine. (NAME) and (NAME) will share the tangerine together.

While the students are eating, Yum Yum and Peanuts say/sign, "And now it's time to sing our song,
I hope that you will sing along."

They sing (to the tune of "Twinkle, Twinkle, Little Star".)

Sharing, sharing, you and me.
That's the way it should always be.
You give to me, I give to you.
That is why our friendship grew.
Sharing, sharing with my friend.
Let's hope our friendship will never end.

You and I we need to share
To show each other that we care
Sharing helps us show what's true
That you like me and I like you
Sharing, sharing with my friend
Let's hope our friendship never ends.

Conclusion: Yum Yum says/signs, "It's fun to share food with each other." Yum Yum says/signs to Peanuts, "What did we do with the tangerine?" Peanuts says/signs, "We peeled the tangerine." (DEMONSTRATE) "We broke it into two parts" (DEMONSTRATE) "Then two friends shared the tangerine. Yum Yum and Peanuts say, "It's time for us to go.

Good-bye, good-bye, good-bye we say,
we'll see you on another day."

Yum Yum and Peanuts are put back into the box.

Evaluation: Teacher puts two pieces of tangerine on plate on table. Teacher asks/signs, "What did we do with these two pieces of tangerine. Can someone show me how we shared this tangerine?" Teacher picks a student to assist students in taking one piece and giving other piece to another student.

THEME: HOW DO YOU EAT YOUR FOOD?

Educational Objective

Students will recognize the importance of washing their hands before eating.

Problem: Why do we need to wash our hands before we eat?

Vocabulary: brush, paint, picture, cheese, crackers, soap, water, clean, dirty, towel

Materials: paint brush, paintbox, small painted water color picture, cheese, crackers, small bars of soap, water for washing hands, plate, paper towels

Procedure: Repeat initial procedure until the teacher takes Yum Yum out of the box.

Yum Yum says/signs, "Boys and girls, I'm going to call my brother Peanuts now. Are you ready to help me? When I count to three, everybody should shout his name or clap for Peanuts, O.K? One, two, three, (CLAP/SHOUT) Peanuts, Peanuts." Yum Yum says/signs, "Peanuts, Peanuts, don't be long, it's almost time to sing our song."

Aide takes Peanuts out of the box. Peanuts says/signs, "Peanuts, Peanuts, is my name. I'm so happy that I came." Yum Yum says/signs, "Whenever Peanuts comes along, he'll always help to sing my song." They sing the song, "I'm Yum Yum, I'm Peanuts."

Peanuts says/signs, "Yum Yum, I want to show you what I did today." Peanuts goes to the box and takes out a brush, a paintbox and a watercolor picture. Peanuts says/signs, "I took my brush, put it into the paint and painted the picture (DEMONSTRATE) like this. Do you like it?

Yum Yum says/signs, "That's a very good picture you painted Peanuts. Look boys and girls. Do you like the picture Peanuts painted?" (Show it to students.)

Peanuts says/signs, "I worked very hard today. Yum Yum, please take out the food you brought with you today. I'm very hungry."

Yum Yum says/signs, "O.K., Peanuts. I will give you some of the cheese and crackers I brought." Yum Yum takes out the food from his bag and puts it on a plate. He says/signs, "Here is the cheese you like. Here are the crackers you like. I will put the cheese on the crackers and you will have something good to eat."

THEME: HOW DO YOU EAT YOUR FOOD?

Procedure (continued)

Yum Yum puts a piece of cheese on a cracker. Peanuts starts to grab the cracker and says/signs, "I can't wait to eat my cheese and crackers." Yum Yum slaps Peanuts hand. Yum Yum says/signs, "No, no Peanuts. You can't eat yet! Your hands are dirty from painting. You can't eat until you wash your hands with soap and water. You need clean hands to eat your food so you don't get your food dirty." Yum Yum takes out soap from the bag. Peanuts says/signs, "O.K., Yum Yum. You are right. I don't want to get paint on my food. I don't want to eat dirty food. I will wash my hands with the soap and water." Yum Yum gives Peanuts the soap and a pan of water. Yum Yum says/signs, "I will sing a song for you to make washing your hands more fun." Yum Yum sings,

(To the tune of "I'm Going To Wash That Man Right Out Of My Hair", while Peanuts pretends to wash his hands.)

You're going to wash your hands with soap like this.
You're going to wash your hands with soap like this.
You're going to wash your hands with soap like this to get them clean and neat.

Yum Yum gives Peanuts a paper towel and sings,

You're going to dry your hands with a towel like this.
You're going to dry your hands with a towel like this.
You're going to dry your hands with a towel like this.
You're going to dry your hands with a towel like this and now you're set to eat.

Yum Yum says/signs, "Let me see your hands now, Peanuts. Oh yes, now they are really clean. You can have your cheese and crackers now." Yum Yum gives a cracker to Peanuts who pretends to eat. Peanuts says/signs, "I would love to share my cheese and crackers with the boys and girls. Let's ask them to wash their hands also so they can have some food." Yum Yum says/signs, "That's a great idea."

Peanuts turns to students and says/signs, "Boys and girls, let's all wash our hands so we can have some cheese and crackers." Teacher arranges for all students to wash their hands. While students are washing their hands, the song can be sung again a few times using the word "we're" instead of "you're" for the first word. Yum Yum gives each student a cracker and cheese after hands are washed saying/signing, "Let me see your hands. Yes, they are nice and clean. Now you can have a cracker with cheese."

THEME: HOW DO YOU EAT YOUR FOOD?

Conclusion: Yum Yum asks Peanuts, "Peanuts, what did you have to do before you ate today?" Peanuts says/signs, "I had to wash my hands to get them clean before I could eat my food." Yum Yum says/signs, "Peanuts, why do we need to wash our hands before we eat?" Peanuts says/signs, "We need to wash our hands so we don't get our food dirty. Dirty food can make us sick." Yum Yum and Peanuts says/sign,

"Good-bye, good-bye, good-bye we say,
We'll see you on another day."

They are put back in the box.

Evaluation: Teacher holds up soap and asks students, "What do we have to do with our hands before we eat? Show me what we do?" Teacher helps student imitate washing. Teacher demonstrates and verbalizes, gestures, "Yes, we wash our hands before we eat. We wash our hands so our food won't get dirty."

THEME: HOW DO YOU EAT YOUR FOOD?

Educational Objective

Students will recognize the importance of using a napkin when they eat.

Problem: Why do we need to use a napkin when we eat?

Vocabulary: snack, popcorn, butter, napkin, picture book, wipe, greasy

Materials: popcorn with butter, napkin, picture book

Procedure: Repeat initial procedure until the teacher takes Yum Yum out of the box.

Yum Yum says/signs, "Boys and girls, I'm going to call by brother Peanuts now. Are you ready to help me? When I count to three, everybody shout his name or clap for peanuts, O.K? One, two, three, (clap/shout) Peanuts, Peanuts." Yum Yum says/signs, "Peanuts, Peanuts, don't be long, it's almost time to sing our song."

Aide takes Peanuts out of the box.

Peanuts says/signs, "Peanuts, Peanuts is my name. I'm so happy that I came." Yum Yum says/signs, "Whenever Peanuts comes along, he'll always help to sing my song." They sing the song, "I'm Yum Yum, I'm Peanuts."

Peanuts says/signs, "Hey, Yum Yum, I'm so hungry. Take the food out of the bag. What snack do you have for me?" Yum Yum takes out a box of buttered popcorn and says/signs, "Here Peanuts, here is some popcorn for you to eat." Peanuts puts his hands in the box of popcorn and eats. He says/signs, "Ch, thank you, Yum Yum, that popcorn is good. I'm going to look at my picture book now. Oh, my hands are greasy from the popcorn." Peanuts begins to wipe his hand on his shirt. Yum Yum slaps his hands and says/signs, "Oh, Peanuts, don't wipe your hand on your shirt. Here is a napkin. We use a napkin when we eat. We use a napkin to wipe our hands if we get food on our hands." Yum Yum takes napkin out of bag. He demonstrates wiping hands with napkin. Yum Yum says/signs, "Peanuts, we also use a napkin to wipe our mouth when we eat." Yum Yum demonstrates wiping his mouth. Yum Yum says/signs, "Here Peanuts, use this napkin to wipe your hands." Yum Yum tells Peanuts to take the napkin. Yum Yum helps him wipe his hands. Peanuts says/signs, "Thank you for the napkin, Yum Yum. Now my shirt will be clean. Now I will not get the book dirty. Yum Yum, may I have my book now?" Yum Yum takes out a book and hands it to Peanuts. Peanuts opens the book and looks at it. Yum Yum says/signs,

THEME: HOW DO YOU EAT YOUR FOOD?

Procedure (continued)

"Now it's time to sing my song,
and hope that you will sing along."

(Sung to the tune of "Take Me Out to the Ballgame".)

Wipe your face with your napkin.
Use it for your hands too.
It keeps you so clean 'cause it wipes the dirt.
It goes on your lap or tucked into your shirt.
So do please, oh please, us your napkin.
for spills and drips it's O.K.
Use it once, twice, three times or more
When you eat each day.

Peanuts says/signs, "Boys and girls, would you like some of my popcorn?" Peanuts passes out some popcorn to each student. Peanuts says/signs, "Now boys and girls, I will give each of you a napkin to clean your hands.

Conclusion: Yum Yum asks Peanuts, "What did you have to do after you ate the popcorn?" Peanuts says/signs, "I had to wipe my hands with a napkin like this." Peanuts demonstrates. Yum Yum and Peanuts say/sign, "And now it's time for us to go.

Good-bye, good-bye, good-bye we say,
We'll see you on another day."

Peanuts and Yum Yum are put back into the box.

Evaluation: Teacher holds up a napkin and says/signs, "What do we do with a napkin after we eat? Show me what we do." Teacher helps students wipe their hands with a napkin. Teacher demonstrates wiping hands and mouth with napkin and says/signs, "Yes, we wipe our hands and mouth with a napkin.

THEME: HOW DO YOU EAT YOUR FOOD?

Educational Objective

Students will observe and, where possible participate in setting the table.

Problem: How do we set the table before we eat?

Vocabulary: set, table, spoon, plate, box, napkin, rice pudding

Materials: decorative wrapped package, spoons, plates, napkins, rice pudding, worksheet

Procedure: Repeat initial procedure until teacher takes Yum Yum out of the box.

Yum Yum says/signs, "Boys and girls, I'm going to call my brother Peanuts now. Are you ready to help me? When I count to three, everybody shout his name or clap for Peanuts, O.K.? One, two, three, (shout/clap) Peanuts, Peanuts." Yum Yum says/signs, "Peanuts, Peanuts, don't be long. It's almost time to sing our song."

Aide takes Peanuts out of the box.

Peanuts says/signs, "Peanuts, Peanuts is my name. I'm so happy that I came."

Yum Yum says/signs, "Whenever Peanuts comes along, he'll always help to sing my song." They sing the song, "I'm Yum Yum, I'm Peanuts."

Yum Yum goes to his bag and pulls out a package that is wrapped like a present. Yum Yum says/signs, "Look Peanuts, look at this. Look at this box I got from Mommy. Mommy sent this to us as a surprise." Peanuts says/signs, "Oh boy, Yum Yum. Hurry up. Let's see what's in the box." Yum Yum opens up the box. Yum Yum and Peanuts shout/sign, "Hurray! Look what Mommy sent us. Mommy sent us our favorite food. Here is some rice pudding. I'm so happy. Let's eat the rice pudding right now." Yum Yum says/signs, "Peanuts, let's share our good food with the boys and girls. Mommy would like us to share our food. The rice pudding is so good to eat." Peanuts says/signs, "Oh, yes, Yum Yum. Let's share our food with the boys and girls. I would like that too." The rice pudding is so good to eat." Yum Yum takes out spoons, plates and napkins. He says/signs, "Peanuts, here are some spoons, plates and napkins. We have to set the table before we can eat. We have to give everyone a spoon, a plate and a napkin. I will show you how we set the table. I will sing a song to help you set the table." Yum Yum sings as he works.

THEME: HOW DO YOU EAT YOUR FOOD?

Evaluation (continued): (Sung to the tune of "London Bridge".)

Take the spoon and put it here.
Put it here, put it here.
Take the spoon and put it here
Next to (name of student).

After Yum Yum gives first two students a spoon, Peanuts says/signs, "Yum Yum, I'll help you set the table."

Peanuts joins in the singing and gives out the spoons with Yum Yum to all the students. Song is then repeated using the plates and the napkins.

Yum Yum says/signs, "Look Peanuts, we have set the table. We gave out the spoons. We gave out the plates. We gave out the napkins. Now we can give out the rice pudding." Yum Yum gives out the rice pudding saying/signing, "Here is some rice pudding for (student's name.)

Conclusion: Yum Yum says/signs, "Peanuts, how do we set the table before we eat? Peanuts says/signs, "We give each person a spoon, a plate and a napkin. It is fun to set the table before we eat." Yum Yum and Peanuts says/sign, "It's time for us to go now.

Good-bye, good-bye, good-bye we say.
We'll see you on another day."
They are put back in the box.

Evaluation: Teacher says to students, "Here are two plates, two spoons and two napkins. Who can show me how we set the table for (aide) and (me)." If no student can do this, teacher can say, "This is how I set the table for (aide) and me."

THEME: HOW DO YOU EAT YOUR FOOD?

Extenders:
- match items with pictures.
- match pictures with pictures.
- match same items.
- find item that is different.
- trace outlines of eating utensils.
- color outlines of eating utensils.
- match food with appropriate utensil.
- duplicate sequence of food-related items.
- practice setting table at mealtimes.
- sequence pictures (ex. washing hands, drying hands, setting table eating).
- play language games using items or pictures.
- cut out pictures of people eating with utensils, washing hands, etc.
- take pictures of students using utensils, napkins, setting table, etc. and display in room.
- trace names under appropriate pictures.
- write names under appropriate pictures.
- play imitation games (patterning following teacher's actions).
- make puzzles from pasted pictures.
- complete dot-to-dot drawings.
- play tracking game with flashlight (either teacher focuses on object and student fixates gaze or student points to object with flashlight).
- play fishing game using utensil pictures.
- play simple concentration game with matching sets of pictures.

MAKING CHOICES

INTRODUCTION

Teachers may use the material in this theme to help the students share in those nutritional choices which they encounter at school and at home. Teachers should encourage parents to offer their children some element of choice in the selection of food served to them.

Often, attitudes about food may be negative. Student food choices will reflect the likes and dislikes established through family and peer food practices. By introducing foods, both familiar and unfamiliar, and by creating a pleasurable atmosphere when food is served, the teacher can help the student develop new food tastes and help the student indicate food preferences.

Through food, the student will discover that in some ways people are alike and in some ways people are different. People have different tastes.

The student will learn that good food to eat makes celebrating festivals, holidays and parties very special. Students will be taught that we eat because it is fun and that meals can be fun.

The objectives for this theme are:

Students will:

1. identify those foods which they like
2. identify those foods which they do not like.
3. identify foods eaten by different kinds of families.
4. identify foods that are eaten for celebrations.
5. identify foods that are eaten on certain holidays.
6. identify a meal consisting of nutritious food.
7. to show a willingness to taste different foods.
8. recognize that eating can be a pleasurable activity.

THEME: MAKING CHOICES

Educational Objective

Students will identify that people have likes and dislikes in food.

Problem: What foods do Yum Yum and Peanuts like? What foods do Yum Yum and Peanuts dislike?

Vocabulary: pear, apple, apple juice, pineapple juice, picnic, basket, share

Materials: picnic bags, basket, pear, apple, knife, plates, cups

Procedure: Repeat initial procedure until teacher takes Yum Yum out of the box.

Yum Yum says/signs, "Boys and girls, I'm going to call my brother Peanuts now. Are you ready to help me? When I count to three everybody shout his name or clap for Peanuts, O.K.? One, two, three, (clap/shout) Peanuts, Peanuts." Yum Yum says/signs, "Peanuts, Peanuts, don't be long. It's almost time to sing our song."

Aide takes Peanuts out of the box.

Peanuts says/signs, "Peanuts, Peanuts is my name. I'm so happy that I came." Yum Yum says/signs, "Whenever Peanuts comes along, he'll always help to sing my song." They sing the song "I'm Yum Yum, I'm Peanuts."

Yum Yum says, "Oh, Peanuts, look what I have. Mommy gave us this picnic basket. There is food here for you and food here for me." (Yum Yum takes out a basket with some bags of food, plates, a knife and cups.)

Peanuts says/signs, "Oh, Yum Yum, show me the food. Show me what is in the basket." Yum Yum says/signs, "We will have our picnic. Here are two plates. (Takes out two plates.) Here is a knife. (Takes out a knife.) Here is an apple and a pear. (Opens bag with apple and pear.) I will share the apple with you. I will share the pear with you."

Yum Yum cuts the apple in pieces and puts half the pieces in his plate and half the pieces in Peanuts plate. Peanuts takes a piece of pear and takes a bite. He says/signs, "Yum Yum, I do not like the pear." He takes a bite of the apple and says/signs, "Oh, Yum Yum, I like the apple." Yum Yum takes a bite of his apple and says/signs, "Oh, Peanuts, I do not like the apple." He tries the pear and says/signs, "Oh Peanuts, I like the pear." Peanuts says/signs, "Yum Yum, I like the apple and you like the pear.

THEME: MAKING CHOICES

Procedure: (continued)

Give me your apple, and I will give you my pear." Yum Yum says/signs, "Peanuts, that is a good idea. I like the pear. I will eat the pear." Peanuts says/signs, "Oh, Yum Yum, I like the apple. I will eat the apple." (Yum Yum takes all the pieces of pear and Peanuts takes all the pieces of apple.)

Peanuts says/signs, "Yum Yum, what is in the picnic basket to drink?" Yum Yum takes out two containers and says/signs, "One is apple juice and one is pineapple juice. He takes a cup and puts a little apple juice in it. He says/signs, "Peanuts, drink this apple juice. Do you like this apple juice?" Peanuts, drinks and says/signs, "Yes, Yum Yum, I like this apple juice." Yum Yum puts some pineapple juice in a cup and says/signs, "Peanuts drink this pineapple juice. Do you like this pineapple juice?" Peanuts drinks and says/signs, "No, Yum Yum, I do not like this pineapple juice." Yum Yum says, "Peanuts, you like apple juice. I will give you a cup of apple juice. I like pineapple juice. I will drink this pineapple juice." Peanuts takes the apple juice and drinks it. Yum Yum takes the pineapple juice and drinks it.

Yum Yum says/signs to Peanuts, "Peanuts, let us share our juice with the boys and girls." Yum Yum takes container of pineapple juice and goes to first student and says/signs, "Hello (students name), here is pineapple juice." (Pours some pineapple juice in cup and gives it to student.) Yum Yum says/signs, "I like this drink, I hope you do. I like this drink, do you like it too?" Yum Yum repeats this with each student.

Peanuts takes container of apple juice and goes to first student and says/signs, "Hello (students name), here is apple juice." (Pours some apple juice in a cup and gives it to student.) Peanuts says/signs, "I like this drink, I hope you do. I like this drink, do you like it too?" Peanuts repeats this with each student.

Conclusion:

Yum Yum holds up the pineapple juice and says/signs, "This is pineapple juice. I like pineapple juice." Peanuts says/signs, (he holds up apple juice) "This is apple juice. I like apple juice." Yum Yum repeats procedure with the pear. Peanuts repeats procedure with apple. Yum Yum holds up pineapple juice and pear and says/signs, "These are foods I like." Peanuts holds up apple juice and apple and says/signs, "These are the foods I like." Yum Yum and Peanuts says/sign,

"Good-bye, good-bye, good-bye, we say.
We'll see you on another day."

They are both put back in box.

THEME: MAKING CHOICES

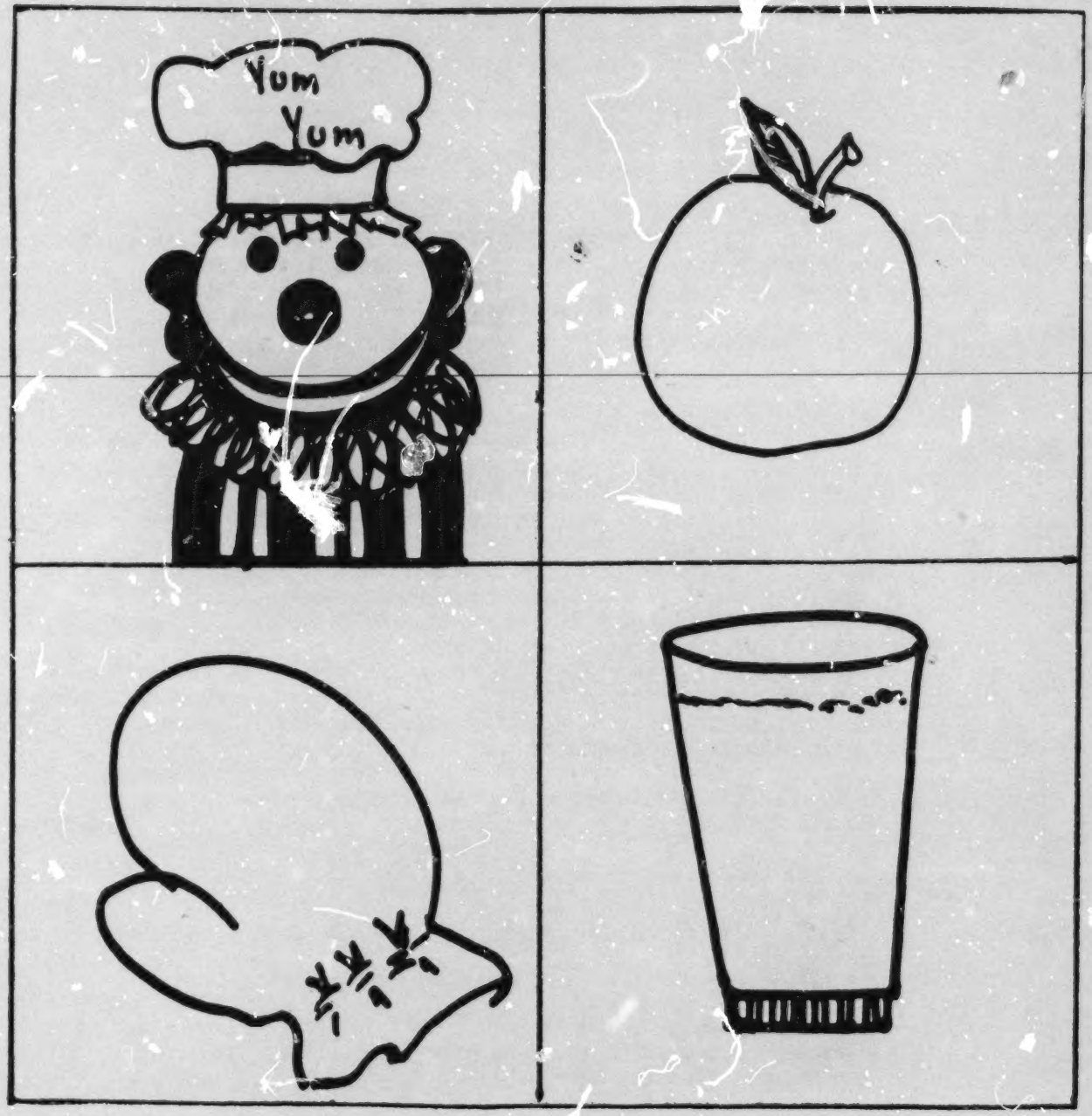
Evaluation: Apple juice, pineapple juice, apple and pear are put on table. Teacher says/signs, "Which foods does Yum Yum like. Point to foods Yum Yum likes." Teacher helps elicit correct response. Repeat procedure with Peanuts, apple and apple juice.

Extender: Use a worksheet with a picture of Yum Yum, an apple, a mitten, and a glass of pineapple juice. Have students put an X on the foods Yum Yum likes.

THEME: MAKING CHOICES NAME: _____

Worksheet

DIRECTIONS: Put an X on the foods Yum Yum likes.



THEME: MAKING CHOICES

Educational Objective

Students will identify foods eaten by different kinds of families.

Problem: What are some foods that a Mexican/Spanish family eats?

Vocabulary: Mexican, Spanish, rice, beans, tortillas, maracas, friend

Materials: plates, tortillas, rice, beans, scissors, hat

Procedure: Repeat initial procedure until the teacher takes Yum Yum out of box.

Yum Yum says/signs, "Boys and girls, I'm going to call my brother Peanuts now. Are you ready to help? When I count three, everybody shout his name or clap for Peanuts, O.K? One, two, three, (clap/shout) Peanuts, Peanuts." Yum Yum says/signs, "Peanuts, Peanuts, don't be long, it's almost time to sing our song."

Aide takes Peanuts out of box.

Peanuts says/signs, "Peanuts, Peanuts is my name. I'm so happy that I came." Yum Yum says/signs, "Whenever Peanuts comes along, he'll always help to sing our song." They sing the song, "I'm Yum Yum, I'm Peanuts."

Yum Yum reaches in the box and pulls out a pair of maracas and begins to shake them with his hands. He says/signs, "Ole! Peanuts, Ole!" and continues to shake maracas. Peanuts says/signs, "Yum Yum, what are you doing?" Yum Yum says/signs, "Oh, Peanuts, these are maracas. My friend from Mexico sent them to me. Don't they make a nice sound? Peanuts, 'Olla' means hello. My friend taught me that word when I visited him in Mexico. Peanuts, I want to sing you a song I learned from my friend when I was in Mexico." Yum Yum uses maracas and sings "La Cucaracha."

La Cucaracha, La Cucaracha
Ya no puede caminar
Porque le falta
Porque no tiene
La patita par andar.

Peanuts says/signs, "Oh, Yum Yum, that is fun. Let me play the maracas. Let me sing the song with you." (They sing song again and Peanuts uses the maracas.)

THEME: MAKING CHOICES

Procedure: (continued) Yum Yum says/signs, "Oh, Peanuts, I brought some Mexican food. It is just like the food I ate at my friend's house in Mexico. Let me show you." Yum Yum takes out tortillas, rice and beans. He puts them on plates. Yum Yum says and points, "This is rice and these are beans. These are tortillas. I will put the rice and beans on the tortilla. I like this food. Mexican people eat this food. They like this food. Peanuts, I hope you will like this food. This is good food." Yum Yum gives food to Peanuts. Peanuts says/signs, "Oh, Yum Yum, this food is good. I am happy you gave me this food. Your friend in Mexico likes this food. You like this food. I like this food also."

Peanuts says/signs, "Yum Yum, can I share this food with the boys and girls?" Yum Yum and Peanuts give each student a tortilla with beans and rice. They say/sign, "We like this food. We hope you like this food." Yum Yum and Peanuts sign/sing,

"And now it's time to sing our song,
and hope that you will sing along.

(Sung to the tune of "La Cucaracha".)

Tortillas taste nice
with beans and with rice.
Spanish food is good to eat.
It's such a new treat
that we can all eat.
Spanish food is good to eat."

Conclusion: Yum Yum says/signs, "This is a tortilla with beans and rice. We like to eat tortillas with beans and rice too. This is good food." Yum Yum and Peanuts says/sign, "It's time for us to go now."

"Good-bye, good-bye, good-bye we say.
We'll see you on another day."

Teacher and aide put puppets back in the box.

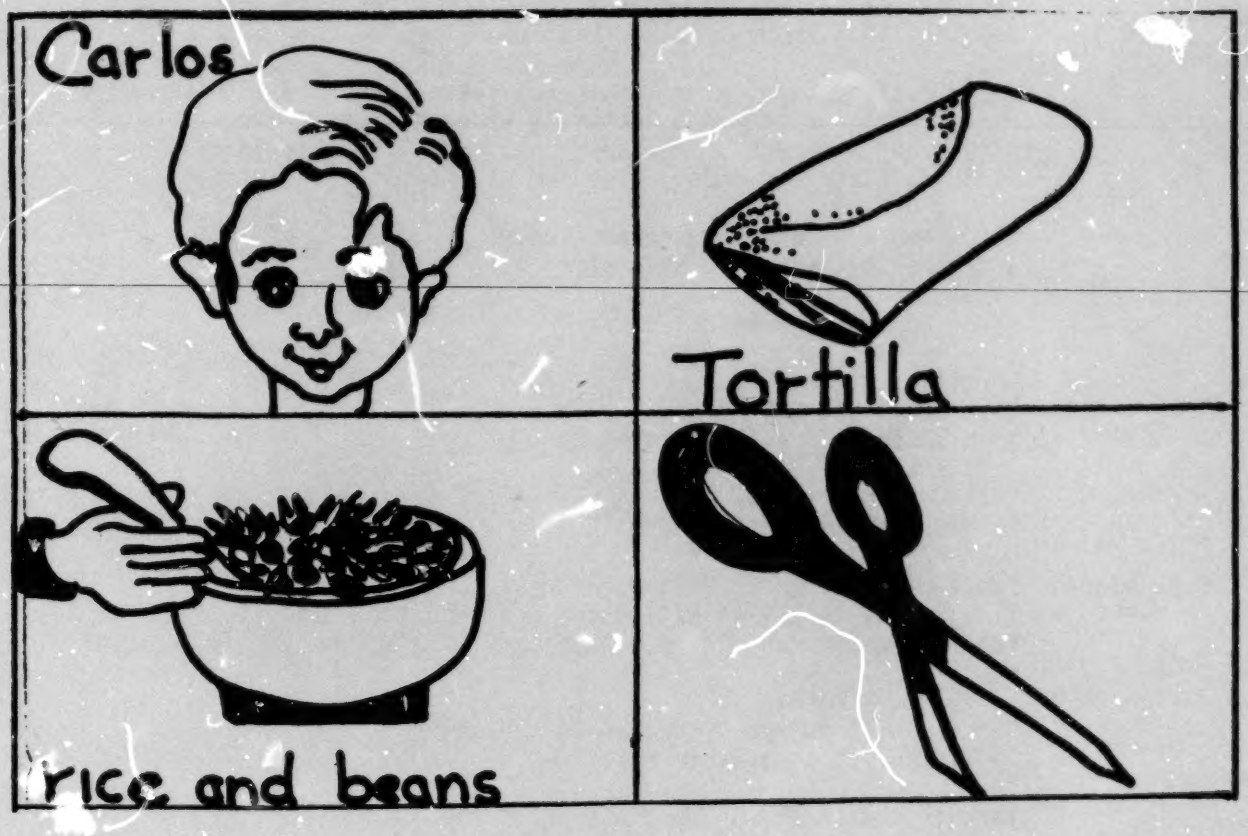
Evaluation: Teacher puts tortilla, rice and beans, scissors and hat on table. Teacher instructs each student to point to the food that some Mexican people eat. Elicit correct response, assist students if necessary.

Extender: Use a worksheet with a picture of a boy, tortilla, beans and rice, and scissors. Put an X on the Mexican foods.

THEME: MAKING CHOICES NAME: _____

Worksheet

DIRECTIONS: Put an X on the Mexican foods.



THEME: MAKING CHOICES

Educational Objective

Students will identify foods that are eaten for celebrations.

Problem: What kind of food do we eat for a birthday party?

Vocabulary: birthday, party, balloon, bread, cream cheese, raisin, jelly, almond, popcorn, juice, eyes, nose, mouth, hair

Materials: small wrapped birthday gift, plates, plastic knives, forks, cups, balloons, bread, cream cheese, raisins, jelly, almonds, popcorn, juice

Procedure: Repeat initial procedure until teacher takes Yum Yum out the box.

Yum Yum says/signs, "Boys and girls, I'm going to call my brother Peanuts now. Are you ready to help me? When I count to three, everybody shout his name or clap for Peanuts, O.K.? One, two, three, (clap/shout) Peanuts, Peanuts." Yum Yum says/signs, "Peanuts, Peanuts don't be long. It's almost time to sing our song."

Aide takes Peanuts out of box.

Peanuts says/signs, "Peanuts, Peanuts is my name. I'm so happy that I came." Yum Yum says/signs, "Whenever Peanuts comes along, he'll always help to sing my song." They sing, "I'm Yum Yum, I'm Peanuts."

Yum Yum says/signs, "Peanuts, I'm so happy today. Today is a special day. Today is (name of student) birthday." Yum Yum goes to his bag and takes out a small wrapped gift. (Teacher selects a small object to give as a present.) Yum Yum says/signs, "Here (name of student). Here is a birthday present for you." (Allow student to open the present.) Peanuts says/signs, "Can we start the birthday party now, Yum Yum? Boys and girls, are you ready to have the birthday party for (name of student)?"

Yum Yum says/signs, "I know what food we can have for the birthday party. We will make food happy faces. First (name of student) will give out the plates to each person" (including Yum Yum and Peanuts.)

Peanuts says/signs, "Let me help you, Yum Yum. I want to make a happy face too." Yum Yum says/signs, "O.K., Peanuts, you give everyone a piece of bread." (Peanuts puts a slice of bread on each plate.)

Procedure: (continued)

Yum Yum holds up a bar of cream cheese. He says/signs, "This is cream cheese. Cream cheese is so good to eat. We will put the cream cheese on the bread." (Yum Yum demonstrates and all spread the cheese with assistance.)

Yum Yum holds up a jar of jelly. (Yum Yum demonstrates, and all do the same with assistance.) Have each student point to and touch their eyes and cheeks.

Yum Yum holds up raisins. He says/signs, "These are raisins. Raisins are so good to eat. We will use some raisins to finish the eyes and make a mouth." (Yum Yum demonstrates and all imitate with assistance.) Have students point to and touch their mouth.

Yum Yum holds up almonds. He says/signs, "These are almonds. Almonds are so good to eat. We will make a nose." (Yum Yum demonstrates and all imitate with assistance.) Have students point to and touch their nose.

Yum Yum holds up popcorn. He says/signs, "This is popcorn. Popcorn is so good to eat. We will make hair with the popcorn." (Yum Yum demonstrated and all imitate with assistance.) Have students point to and touch their hair.

Peanuts says/signs, "Oh, Yum Yum, look what we made. We made happy faces. We made happy faces from this good food. We made eyes, we made a nose, we made a mouth, we made hair. We can eat our faces too. This was fun, Yum Yum. Can we eat our faces now?"

Yum Yum says/signs, "Here is some juice. Juice is so good to drink. We will pour the juice into the cups. We will drink the juice when we eat our happy faces."

Yum Yum says/signs, "Before we eat, we will sing happy birthday to (name of student)." Everyone sings and then eats.

While they are eating, Peanuts says/signs, "Look boys and girls. Look at what we have for you." (Peanuts takes out balloons from the bag.) "Here are balloons. You can pick a pretty balloon to blow up like this." (Peanuts demonstrates.) After eating, each student chooses a balloon to be blown up.

Conclusion: Yum Yum and Peanuts say/sign, "This was a fun birthday party. Boys and girls, let's all say happy birthday to (name of student) again. When we count to three, we will shout Happy Birthday. Did you like the happy food faces we made?" (Show sample face to students.) "We have to go now.

THEME: MAKING CHOICES

Conclusion: (continued) Good-bye, good-bye, good-bye we say. We'll see you on another day."

Teacher and aide puts the puppets back in the box.

Evaluation: Teacher asks students, "What food did we make for (name of student) birthday party? Did we make happy faces?" Show me what we used for eyes, hair, mouth, cheeks and for a nose? Teacher helps to elicit appropriate response and reinforces with verbalization. "Yes, we used raisins for the mouth," etc.

THEME: MAKING CHOICES

Educational Objective

Students will identify foods that are eaten on certain holidays.

Problem: What are some foods we eat on Halloween?

Vocabulary: Halloween, eyes, face, fool, friends, mirror

Materials: masks, Halloween, bags, oatmeal cookies, containers of apple cider, mirror

Procedure: Repeat initial procedure until the teacher takes Yum Yum out of the box.

Yum Yum says/signs, "Boys and girls, I'm going to call my brother Peanuts. Are you ready to help me? When I count to three, everybody shout his name or clap for Peanuts, O.K.? One, two, three, (clap/shout) Peanuts, Peanuts." Yum Yum says/signs, "Peanuts, Peanuts, don't be long. It's almost time to sing my song."

Aide takes Peanuts out of the box.

Peanuts says/signs, "Peanuts, Peanuts is my name. I'm so happy that I came." Yum Yum says/signs, "Whenever Peanuts comes along, he'll always help me sing our song." They sing the song, "I'm Yum Yum, I'm Peanuts."

Yum Yum says/signs, "Peanuts, I have something for you in my bag. I have something for myself also." (Yum Yum pulls two Halloween masks out of his bag.) Yum Yum says/signs, "Here Peanuts, put this mask on your eyes and I will put this mask on my eyes." (The masks are put on the two puppets.) Yum Yum says/signs, "On Halloween we put on masks. We try to fool our friends so they will not know us." Peanuts laughs and says/signs, "Oh, Yum Yum, you look so funny with your mask." Yum Yum says/signs, "Peanuts, here is a mirror. See how you look with your mask. You look funny too." (Yum Yum takes mirror out of bag and lets Peanuts look at himself in the mirror. They both laugh.) Peanuts says/signs, "Oh, Yum Yum, this is fun. I like Halloween." Yum Yum says/signs, "I have a treat for you to eat Peanuts. I have a treat for you for Halloween."

(Yum Yum pulls out a trick or treat bag with a Halloween picture on it.) Yum Yum says/signs, "Look Peanuts, here is a treat to eat." Peanuts looks in the bag and takes out one food at a time. In the bag is apple cider and oatmeal cookies. Peanuts says/signs, "Oh, Yum Yum, this is fun. It is fun to eat this food on Halloween."

THEME: MAKING CHOICES

Procedure: (continued) Peanuts says/signs, "Boys and girls, Halloween is fun. It is fun to put on a mask. It is fun to eat food from this Halloween bag. Yum Yum, do you have a mask for each student? Do you have a Halloween bag for each student?" Yum Yum says/signs, "Yes Peanuts, I have a mask for each student. I have a Halloween bag for each student." Yum Yum takes out the mask and Halloween bags of food.

Yum Yum and Peanuts go to each student and say, "Here is your mask for Halloween. We will help you put on your mask. Here is your Halloween bag of food." Yum Yum and Peanuts go around with mirror and show each student how they look with a mask. Yum Yum and Peanuts say,

"And now it's time to sing our song,
and hope that you will sing along."

(Sung to the tune of "Three Blind Mice".)

Halloween is fun, Halloween is fun,
fun for everyone, fun for everyone.
We put on a mask and we hide our face.
A Halloween food bag is here in our place.
The food is so special and good to eat,
Our Halloween treat,
Our Halloween treat.

Conclusion: Yum Yum and Peanuts say, "Boys and girls, where is your mask?" (Elicit appropriate response.) "Is this a Halloween mask?" (Elicit appropriate response.) "Where is your Halloween bag of food?" (Elicit appropriate response.) "Is this a Halloween bag of food?" (Elicit appropriate response.) "Yes, this is a mask. Yes, this is a Halloween food bag. We can have fun on Halloween. We can eat a special food treat from our Halloween bag."

Evaluation: Have students make their own masks from a pattern from the teacher. Students make their own Halloween food bags. They each fill one with cider and cookies to take home to parents.

THEME: MAKING CHOICES

Educational Objective

Students will, when given a choice, identify a meal consisting of nutritious food.

Problem: Which foods are good to eat?

Vocabulary: juice, candy, soda, game, nuts, raisins

Materials: can of juice, can of soda, candy bar, nuts and raisins, cups, plates

Procedure: Repeat initial procedure until the teacher takes Yum Yum out of the box.

Yum Yum says/signs, "Boys and girls, I'm going to call my brother Peanuts now. Are you ready to help me? When I count to three, everybody shout his name or clap for Peanuts, O.K.? One, two, three. (clap/shout) Peanuts, Peanuts." Yum Yum says/signs, "Peanuts, Peanuts, don't be long. It's almost time to sing our song."

Aide takes Peanuts out of the box.

Peanuts says/signs, "Peanuts, Peanuts is my name. I'm so happy that I came." Yum Yum says/signs, "Whenever my brother Peanuts comes along, he'll always help me sing our song." They sing the song, "I'm Yum Yum, I'm Peanuts."

Yum Yum says/signs, "Peanuts, I have a game to play with you today. The game is called 'Pick' the Food That's Good for You. Do you want to play with me?" Peanuts says/signs, "Oh, Yum Yum, I love to play games. Let's play the game right now. How do you play the game?" Yum Yum says/signs, "Look what I brought for you today."

Yum Yum goes to his bag and takes out a can of soda and a can of juice. Yum Yum says/signs, "Look Peanuts, here is a can of soda. Here is a can of juice. Point to the one that is good for you to drink." Peanuts points to the can of juice. Peanuts says/signs, "This can of juice is good for me to drink." Yum Yum says/signs, "Very good, Peanuts." (He pats Peanuts on the head.) "That's right. The juice is good for you. I will give you some juice to drink." Yum Yum pours some juice into a cup. Peanuts pretends to drink and says/signs, "This is good juice. This juice is good for me."

Yum Yum takes out a candy bar and some nuts and raisins. Yum Yum says/signs, Look, Peanuts, here is a candy bar. Here are some

Procedure (continued)

nuts and raisins. Point to the one that is good for you to eat." Peanuts points to the nuts and raisins. Peanuts says/signs, "The nuts and raisins are good for me to eat." Yum Yum says/signs, "Very good Peanuts." (He pats Peanuts on the head.) "That's right. The raisins and nuts are good for you to eat. I will give you some nuts and raisins." Yum Yum puts some on a plate. Peanuts pretends to eat and says/signs, "This is good to eat. I love nuts and raisins."

Conclusion:

Yum Yum says/signs, "Peanuts, you played this game very well. You picked the juice. You picked the nuts and raisins. They are good to eat.

And now it's time to sing my song,
and hope that you will sing along."

Yum Yum sings (To the tune of "London Bridge".)

You picked the food that's good for you. Yes, you did.
You picked the juice it's good for you, etc.
The nuts and raisins are good for you, etc. (Yes they are.)

Yum Yum and Peanuts say/sign, "It's time for us to go now.

Good-bye, good-bye, good-bye we say.
We'll see you on another day."

The puppets are put back into the box.

Evaluation:

Teacher lines up the can of soda, can of juice, candy bar and nuts and raisins on the table. Teacher asks students to point to (pick up) the food items that are good to eat (drink.) Give students the juice and the nuts and raisins.

THEME: MAKING CHOICES

Educational Objective

Students will recognize that eating can be a pleasurable activity.

Problem: Does eating food you like make you happy?

Vocabulary: happy, ball

Materials: peanuts and raisins, plates, small ball

Procedure: Repeat initial procedure until teacher takes Yum Yum out of the box.

Yum Yum says/signs, "Boys and girls, I'm going to call my brother Peanuts now. Are you ready to help me? when I count to three, everybody shout his name or clap for Peanuts, O.K.? One, two, three, (clap/shout) Peanuts, Peanuts." Yum Yum says/signs, "Peanuts, Peanuts, don't be long. It's almost time to sing our song."

Aide takes Peanuts out of the box.

Peanuts says/signs, "Peanuts, Peanuts is my name. I'm so happy that I came." Yum Yum says/signs, "Whenever Peanuts comes along, he'll always help to sing my song." They sing the song, "I'm Yum Yum, I'm Peanuts."

Yum Yum gets a ball from his bag. Yum Yum says/signs, "Peanuts, do you want to play with me? Let's play ball. Here, I'll throw it to you." Yum Yum throws the ball. Peanuts doesn't catch the ball. Peanuts says/signs, "No, no, Yum Yum. I don't want to play now. I want to eat my favorite food."

Peanuts takes out some peanuts and raisins. He says, "Look, Yum Yum, look at my peanuts and raisins. Peanuts and raisins are my favorite food. Eating peanuts and raisins makes me very happy." Yum Yum says/signs, "But Peanuts, you like to play ball. Let's play ball." Peanuts says/signs, "Yum Yum, I like to play ball. But I don't want to play now. I want to eat my peanuts and raisins right now! Eating will make me happy right now!" Peanuts starts eating his snack. While he is eating, Peanuts starts to hum a song.

(Hum the tune "Put your Finger in the Air.")

Yum Yum says/signs, "Peanuts, you sound so happy. You love to eat this food don't you?" Peanuts says/signs, "Yes, Yum Yum. I get happy when I eat food I like. Listen to the song I sing when I'm happy." Peanuts sings,

THEME: MAKING CHOICES

Procedure: (continued)

"I am happy when I eat, when I eat.
I just love to get a treat, get a treat.
If you like to eat like me.
Then please smile so I can see.
That you're happy when you eat, when you eat."

Peanuts says/signs, "Boys and girls, do you get happy when you eat something you like? Help me sing my song and let me see you smile." Everyone sings the song again. Peanuts says/signs, "Let's sing the song again. This time let's do other things to show we are happy when we eat." Class sings the song using the following, "If you're happy when you eat, clap your hands." (Stamp your feet, blink your eyes, pat your head, touch your nose, etc.)

Conclusion: Yum Yum says/signs, "Peanuts, let's share your food with the boys and girls. (Name of student) can you please give out the plates?" (Teacher and aide help student give out the plates.) Peanuts gives each student some nuts and raisins. Peanuts says/signs, "Boys and girls, are you happy when you eat? Smile so I can see that eating makes you happy." Yum Yum and Peanuts says/sign, "It's time for us to go now.

Good-bye, good-bye, good-bye we say.
We'll see you on another day."

Teacher and aide put puppets back in the box.

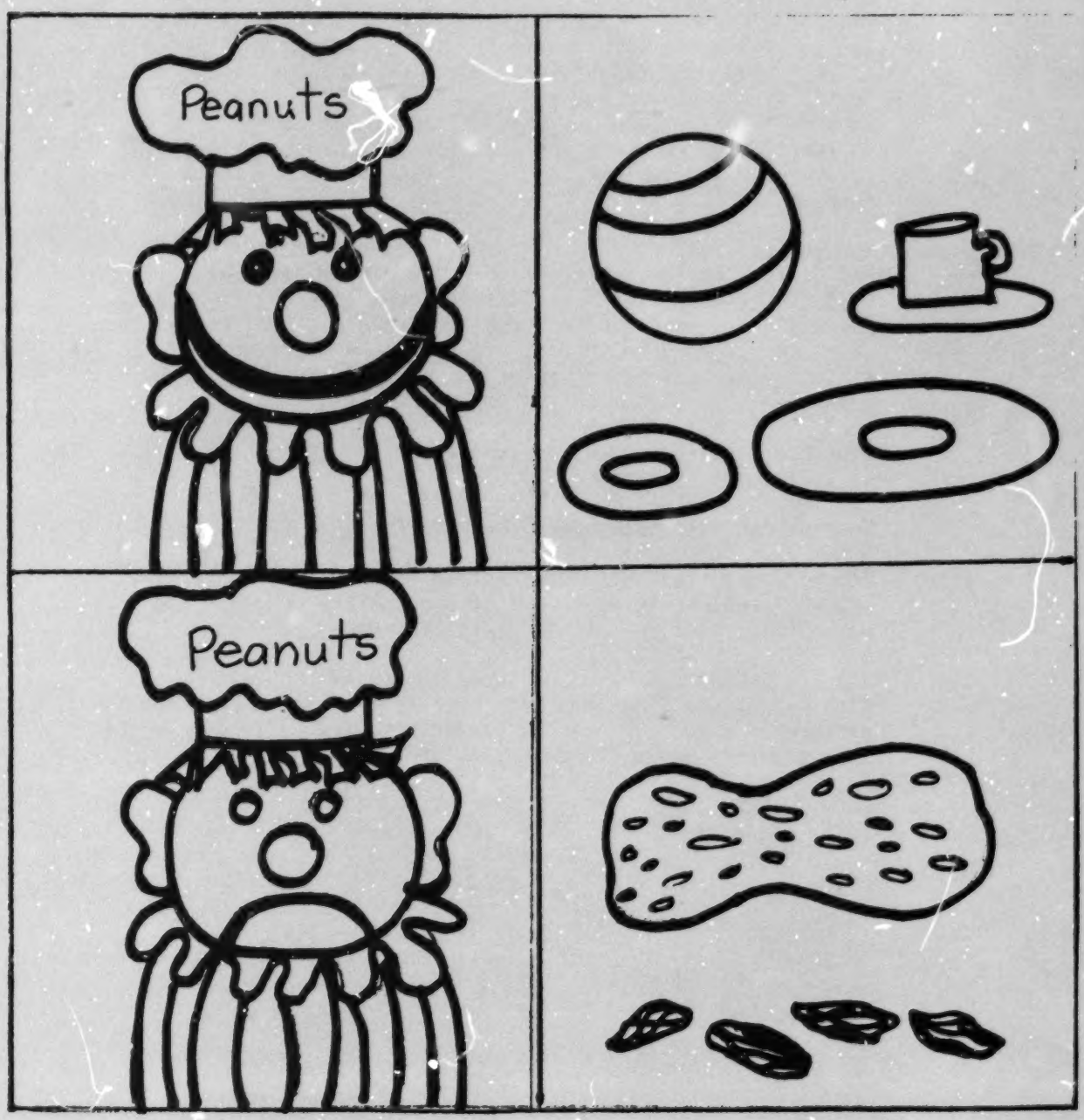
Evaluation: Teacher asks students, "Does eating food you like make you happy?" Teacher helps to elicit appropriate response and verbalizes, "Yes, eating food you like makes you happy."

Extender: Use a worksheet with two pictures of Peanuts on left side, one with Peanuts smiling, one with Peanuts frowning. On right side, picture of a food. Instruct students to draw a line from the appropriate picture of Peanuts to the food.

THEME: MAKING CHOICES NAME: _____

Worksheet

DIRECTIONS: Draw a line from the appropriate picture of Peanuts to the food.



THEME: MAKING CHOICES

Educational Objective

Students will show willingness to taste different foods.

Problem: Why should we taste different foods?

Vocabulary: pineapple, new

Materials: fresh or canned pineapple, plates, knife, forks, crayon, hat

Procedure: Repeat initial procedure until teacher takes Yum Yum out of the box.

Yum Yum says/signs, "Boys and girls, I'm going to call my brother Peanuts now. Are you ready to help me? When I count to three, everybody shout his name or clap for Peanuts, O.K.? One, two, three, (clap/shout) Peanuts, Peanuts." Yum Yum says/signs, "Peanuts, Peanuts don't be long, it's almost time to sing our song."

Aide takes Peanuts out of the box.

Peanuts says/signs, "Peanuts, Peanuts, is my name, I'm so happy that I came." Yum Yum says/signs, "Whenever Peanuts comes along, he'll always help to sing my song." They sing the song, "I'm Yum Yum, I'm Peanuts."

Yum Yum says/signs, "Peanuts, I'm so hungry today. I brought a good food to eat. Let me show you what I brought." (Yum Yum takes pineapple, either fresh or canned, out of his bag.) Yum Yum shows Peanuts the pineapple and says/signs, "Peanuts, this is pineapple. It is so good. Do you want to try some?" Peanuts says/signs, "Oh no, Yum Yum. I do not know what that food is. I do not want to try the pineapple. I don't like to eat new foods."

Yum Yum says signs, "Oh, Peanuts, I will ask (name of teacher) and (name of aide) to try some of the pineapple." Yum Yum gives teacher and aide some pineapple and asks, "Do you like the pineapple?" After getting positive response from teacher and aide, Yum Yum says/signs, "Now boys and girls, would you like to try some pineapple. I will give you some pineapple to eat." Pineapple pieces are given to students and they are shown how to eat it. Yum Yum says, "Isn't the pineapple good, boys and girls?" Peanuts says/signs, "Oh, Yum Yum, let me try some of the pineapple. It looks so good. Everyone likes the pineapple." Yum Yum gives Peanuts some pineapple. Peanuts eats the pineapple and says/signs, "Oh, Yum Yum, this is good. I am glad I tried

Procedure: (continued) the pineapple. I am glad I tried this new food." Yum Yum and Peanuts say/sign,

"And now it's time to sing our song,
and hope that you will sing along."

(Sung to the tune of "Twinkle, Twinkle, Little Star".)

Pineapple, Pineapple good to eat.
Pineapple, Pineapple is a treat.
Though it's something that is new.
It's a food that's good for you.
A new food can be such fun.
Lots of fun for everyone.

Conclusion: Yum Yum says/signs, "It's fun to try new food. New food tastes good. New food is a treat. Is pineapple a new food? Is pineapple good to eat?" Elicit positive response. Yum Yum and Peanuts say/sign, "It's time for us to go.

Good-bye, good-bye, good-bye we say.
We'll see you on another day."

Yum Yum and Peanuts are put back into the box.

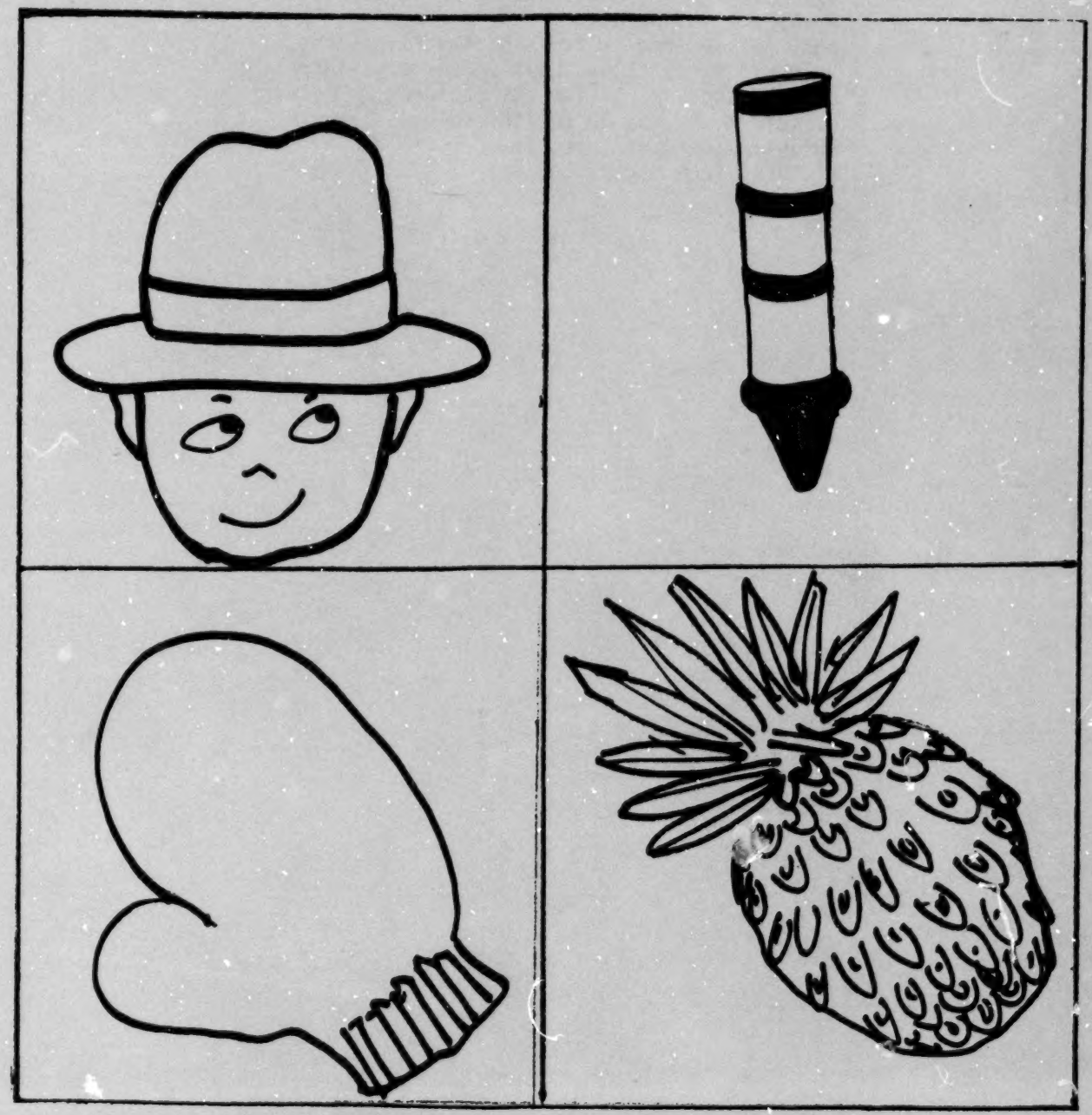
Evaluation: Teacher puts pineapple, hat and crayon on table. Teacher tells students to point to item on table that is the new food. Teacher helps students point to pineapple.

Extender: Use a worksheet with a pineapple, crayon, mitten and a boy. Instruct students to put an X on the new food.

THEME: MAKING CHOICES NAME: _____

Worksheet

DIRECTIONS: Put an X on the new food.



THEME: MAKING CHOICES

Extenders:
- . cut out, draw, trace pictures of foods that are liked.
- . select pictures of liked foods.
- . select pictures of foods not liked.
- . match foods or food cards to holiday pictures.
- . take pictures of class eating while celebrating special occasions and display.
- . make puzzle from pictures of favorite foods.
- . color pictures of holidays and other celebrations.
- . have birthday party for all children whose birthdays fall in a certain month, using healthy foods.
- . bulletin board of foods for certain occasions and holiday pictures from magazines.

WHY DO YOU EAT WHAT YOU EAT?

INTRODUCTION

The food that students eat affect their learning and behavior. It also affects their growth and development.

Through this theme, the student can gain some understanding about their bodies. The students will be exposed to food that is healthy for them.

It is hoped that the negative effects of junk food such as candy and soda will make an impression on the students and, as a result, they will be less prone to eat those foods.

Just as a student can be taught to enjoy an initially unpalatable, unfamiliar taste, if it is invested with a positive meaning, the converse may also be true. That is, we can influence a student to reject those foods which are harmful and do not promote good health.

The objectives for this theme are:

Students will:

1. recognize that they need to eat food for growth.
2. recognize that they need certain foods to be physically active (to do things and move around).
3. identify foods which are not healthy for them.
4. identify food which are healthy for them.
5. recognize that they need to eat certain foods to remain healthy.
6. distinguish between healthy and unhealthy foods.

THEME: WHY DO YOU EAT WHAT YOU EAT?

Educational Objective

Students to recognize that they need food for growth.

Problem: Do we need food to help us grow?

Vocabulary: grow, banana, pear, picture

Materials: pear, banana, shelf paper, crayons, scissors

Procedure: Repeat initial procedure until the teacher takes Yum Yum out of the box.

Yum Yum says/signs, "Boys and girls, I'm going to call by brother Peanuts now. Are you ready to help me? When I count to three, everybody shout his name or clap for Peanuts, O.K.?" "One, two, three (clap/shout) Peanuts, Peanuts." Yum Yum says/signs, "Peanuts, Peanuts don't be long, it's almost time to sing our song."

Aide takes Peanuts out of the box.

Peanuts says/signs, "Peanuts, Peanuts is my name, I'm so happy that I came." Yum Yum says/signs, "Whenever Peanuts comes along, he'll always help to sing my song." They sing the song "I'm Yum Yum, I'm Peanuts."

Yum Yum says/signs to Peanuts, "Peanuts, look at this." Yum Yum takes out a paper outline of himself and says/signs, "Peanuts, this is a picture of what I look like now. Look how big I am. When I was a baby I looked like this." (Yum Yum makes outline small by pushing it together.) Yum Yum says/signs, "Do you know how I got so big?" Yum Yum takes out a banana. He says/signs, "Look at my banana. A banana is a good food to eat. Good food helps me to grow." (He unfolds his outline to its full size.)

Peanuts says/signs, "Oh, Yum Yum, can you make a picture of me. I want to see how big I am." Yum Yum says/signs, "Sure Peanuts." (He makes an outline of Peanuts.) Peanuts holds up his outline and says/signs, "When I was a baby I looked like this." (He makes outline small by pushing it together). "Do you know how I got so big? Look at my pear. A pear is a good food to eat. Good food helps me to grow." (He unfolds his outline to its full size).

Yum Yum and Peanuts say/sign,

"And now its time to sing our song,
and hope that you will sing along."

THEME: WHY DO YOU EAT WHAT YOU EAT?

Procedure: (continued)

(Sung to the tune "Here We Go Around the Mulberry Bush".)

We eat our food to help us grow,
Help us grow, help us grow.
We eat our food to help use grow everyday.
We were small and now we're tall,
now we're tall, now we're tall.
We were small and now we're tall.
Good food has helped us grow.

(As Yum Yum and Peanuts sing, they use their outlined folded and extended to show growth.) Yum Yum says/signs, "Now boys and girls, your teachers will make pictures of you." (Teacher and aide draw outlines of students using brown shelf paper.) Yum Yum says/signs, "Now it's time for us to go.

Good-bye, good-bye, good-bye, we say.
We'll see you on another day."

Yum Yum and Peanuts are put back into the box.

Conclusion: Teacher and aide cut up banana and pear and distribute them to students. Teacher says/signs, "Food helps us to grow." Teacher and aide help students fold their outlines and then unfold outlines.

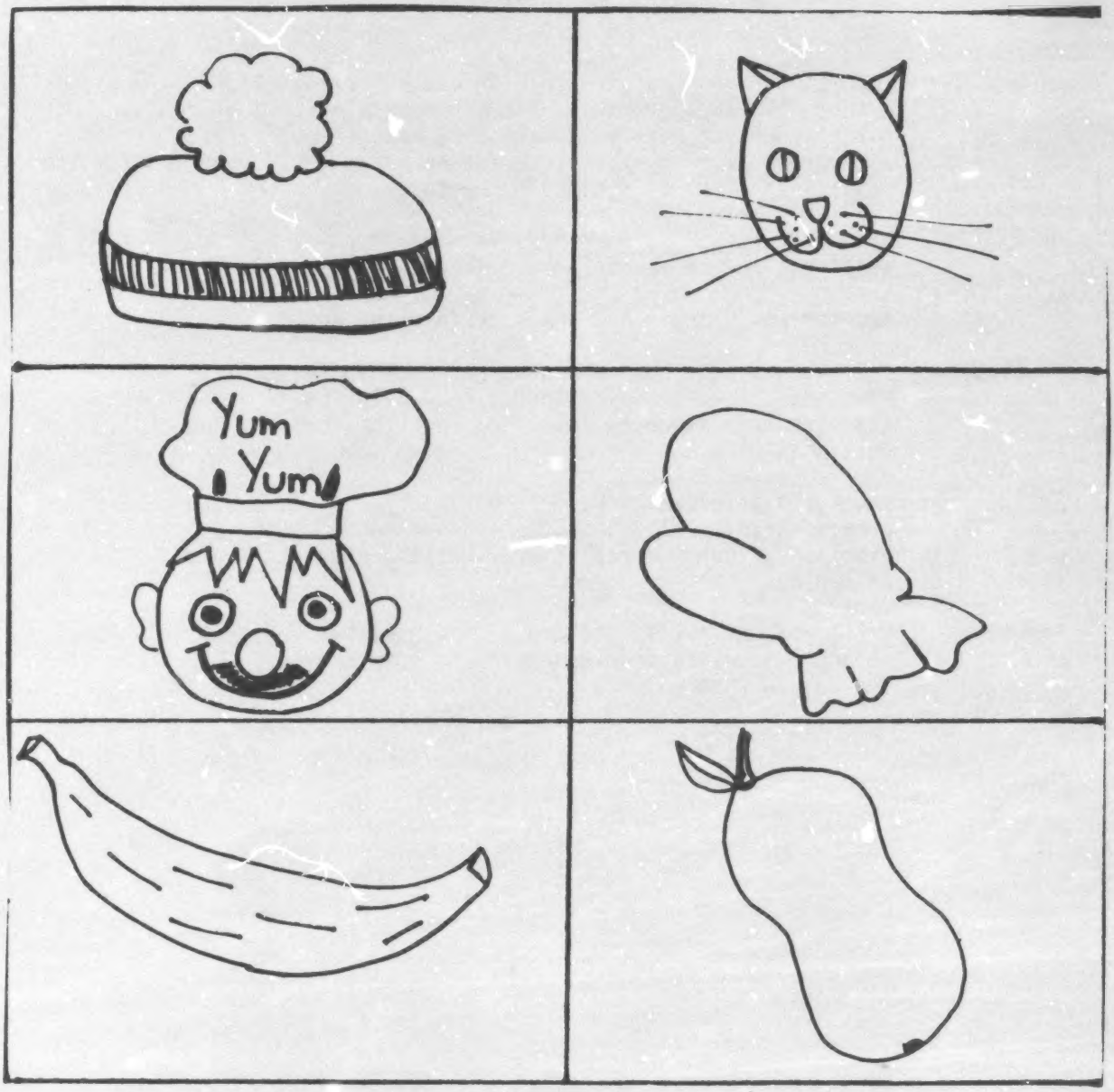
Evaluation: Teacher asks, "Does food help us grow? Show me how food helps us grow?" Help to elicit appropriate response. (NOD HEAD) Teacher elicits appropriate response by helping students to fold and unfold outline.

Extender: Use a worksheet with picture of Yum Yum, hat, cat, mitten, and banana. Students are instructed to draw a line from picture of Yum Yum to what helps him grow.

THEME: WHY DO YOU EAT WHAT YOU EAT? NAME: _____

Worksheet

DIRECTIONS: Draw a line from picture of Yum Yum to what helps him grow.



THEME: WHY DO YOU EAT WHAT YOU EAT?

Educational Objective

Students will recognize that they need certain foods to be physically active.

Problem: Do we need food to do things and move around?

Vocabulary: game, ball, stick, jump, five, tired, egg, orange juice, clap

Materials: small rubber ball, small stick, hard boiled egg, small container of orange juice

Procedure: Repeat initial procedure until teacher takes Yum Yum out of the box.

Yum Yum says/signs, "Boys and girls, I'm going to call my brother Peanuts now. Are you ready to help me? When I count to three, everybody shout his name or clap for Peanuts, O.K.? One, two, three, (clap/shout) Peanuts, Peanuts." Yum Yum says/signs, "Peanuts, Peanuts, don't be long, it's almost time to sing our song."

Aide takes Peanuts out of the box.

Peanuts says/signs, "Peanuts, Peanuts is my name. I'm so happy that I came." Yum Yum says/signs, "Whenever Peanuts comes along, he'll always help to sing my song." They sing the song, "I'm Yum Yum, I'm Peanuts."

Yum Yum says/signs, "Peanuts, let's play some games today." Yum Yum takes out a ball and throws it to Peanuts. Peanuts misses the ball. Peanuts says/signs, "Oh, Yum Yum, I'm so tired today. I don't feel like playing." Yum Yum says/signs, "Come on, Peanuts, you love to play. Let's do something else. Here, you take the stick and try to hit the ball when I throw it." Yum Yum throws the ball to Peanuts. Peanuts drops the stick and says/signs, "Yum Yum, I don't feel like playing. I'm too tired." Yum Yum says/signs, "Peanuts, let's do some exercise. Maybe that will wake you up. Let's jump five times." Yum Yum starts to jump, counting. Peanuts jumps twice and sits down saying, "No, no, Yum Yum. I'm too tired to jump. I'm too tired to do anything." Peanuts lays down on the table. Yum Yum says/signs, "Peanuts, did you eat food today?" Peanuts says/signs, "No, Yum Yum. I didn't eat today. I wasn't hungry." Yum Yum says/signs, "Peanuts, you are tired because you need to eat some good food. Look what I brought for you to eat."

THEME: WHY DO YOU EAT WHAT YCU EAT?

Procedure: (continued) Yum Yum looks into his bag and gets out a hard boiled egg and a container of orange juice. Yum Yum says/signs, "Here is an egg for you, Peanuts. An egg is a good food to eat. The egg will help you to feel better. Here is some orange juice. Orange juice is a good food to drink. The orange juice will help you to feel better." Peanuts say/signs, "Thank you, Yum Yum." He pretends to eat the egg and drink the juice. Peanuts says/signs, "Look, Yum Yum, watch me jump, one, two, three. I feel good now. The egg made me feel good. The orange juice made me feel good. Let's play ball." Peanuts picks up the ball and throws it to Yum Yum.

Conclusion: Yum Yum says/signs, "Peanuts, what do you need to do things and to move around?" Peanuts says/signs, "I need good food to help me to play and to move around." Yum Yum says/signs,

"And now it's time to sing our song
and hope that you will sing along."

They sing (to the tune of "Here We Go Around the Mulberry Bush.")

We need good food to throw a ball, throw a ball, throw a ball.
We need good food to throw a ball.
Good food helps you to throw (demonstrate).
We need good food to (fill in action words such as jump up high, clap our hands).

Repeat song as an example. Have the students act out these actions when singing the song again. Yum Yum and Peanuts say/sign, "It's time for us to go now."

"Good-bye, good-bye, good-bye we say.
We'll see you on another day."

Teacher and aide put puppets back in the box.

Evaluation: Teacher asks, "Does food help us to do things and to move around?" Teacher helps to elicit appropriate response and verbalizes, "Yes, food does help us to do things and move around."

THEME: WHY DO YOU EAT WHAT YOU EAT?

Educational Objective

Students will identify foods which are not healthy for them.

Problem: What is a food which is not good for us?

Vocabulary: tooth, hurts, candy, treat, hungry

Materials: candy bar, plate, knife, apple

Procedure: Repeat initial procedure until the teacher takes Yum Yum out of the box.

Yum Yum says/signs, "Boys and girls, I'm going to call my brother Peanuts now. Are you ready to help me? When I count to three, everybody shout his name or clap for Peanuts, O.K.? One, two, three, (clap/shout) Peanuts, Peanuts." Yum Yum says/signs, "Peanuts, Peanuts, don't be long, it's almost time to sing our song."

Aide take Peanuts out of the box.

Peanuts says/signs, "Peanuts, Peanuts is my name. I'm so happy that I came." Yum Yum says/signs, "Whenever Peanuts comes along, he'll always help to sing our song." They sing the song "I'm Yum Yum, I'm Peanuts."

Peanuts wipes his hand on his face and says/signs, "Oh, Yum Yum, I played a lot and now I'm hungry. I brought my food. I'm going to eat my food." Peanuts pulls out a candy bar. Yum Yum slaps his hand and says/signs, "No, no, Peanuts. That food is not good for you. It will not help you grow. It will not help you run and play." Peanuts says/signs, "O.K., Yum Yum. I will not eat a candy bar. I want to grow, run and play."

Peanuts then puts his hand to his face and says/signs, "Oh, Yum Yum, my tooth hurts. Does my tooth hurt because I eat candy bars?" Yum Yum says/signs, "Oh, Peanuts, you must have a bad tooth. Candy is not good for your teeth. It makes your teeth bad, then your teeth hurt." Peanuts says/signs, "Oh, Yum Yum, thank you for helping me. May I have a food that is good for me? May I have a food that will help me grow? May I have a food that will help me run and play?" Yum Yum says/signs, "Yes, Peanuts, I will get you a food that is good for you." Yum Yum goes to his bag and takes out an apple.

THEME: WHY DO YOU EAT WHAT YOU EAT?

Procedure: (continued) Yum Yum says/signs, "Here is an apple. An apple is a good food. An apple will help you grow. An apple will help you run and play." Peanuts says/signs, "Oh Yum Yum, let's put the apple on a plate. Let's cut up the apple. I want to share this apple with the boys and girls." Yum Yum puts the apple on a plate. He cuts up the apple. Each student is given a piece of apple. Yum Yum and Peanuts say/sign,

"And now it's time to sing our song,
and hope that you will sing along."

(To the tune of "Twinkle, Twinkle, Little Star".)

Candy bars and things so sweet
Aren't good, not good to eat.
If you want to run and play
and grow bigger every day,
Find a food that is a treat.
Find a food that's good to eat.

Conclusion: Yum Yum says, "Boys and girls, it's fun to have a good food when you come from play. Is a candy bar good to eat?" (Hold up candy bar.) Elicit appropriate response. "No, candy is not good to eat." Yum Yum and Peanuts say/sign, "And now, boys and girls, it's time for us to go.

Good-bye, good-bye, good-bye we say.
We'll see you on another day."

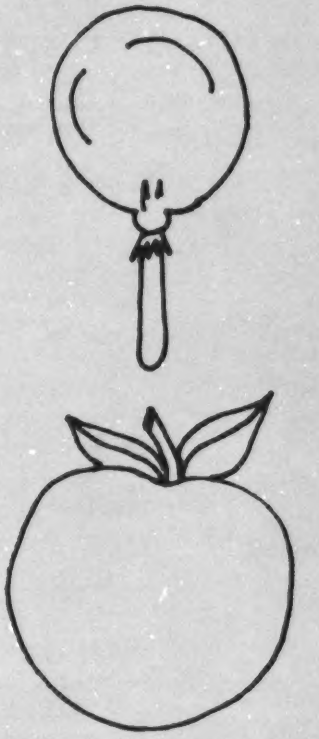
Evaluation: Teacher puts candy bar and apple next to each other on the table. Teacher repeats problem, "What is a food that is not good for you to eat? Point to the one that is not good for you." Teacher helps to elicit appropriate response and reinforces it with verbalization.

Extender: Use a worksheet with Yum Yum on left showing a frown with bad teeth. Picture on right of lollipop , apple and doll. Instruct student to draw a line from Yum Yum to item that is not good for his teeth.

THEME: WHY DO YOU EAT WHAT YOU EAT? NAME: _____

Worksheet

DIRECTIONS: Draw a line from Yum Yum to item that is not good for his teeth.



THEME: WHY DO YOU EAT WHAT YOU EAT?

Educational Objective

Students will identify foods which are healthy for them.

Problem: What are some foods which are good for us?

Vocabulary: apple, hungry, raisins, nuts

Materials: raisins, nuts, apple, mitten, crayon, plate, knife

Procedure: Repeat initial procedure until the teacher takes Yum Yum out of the box.

Yum Yum says/signs, "Boys and girls, I'm going to call my brother Peanuts now. Are you ready to help me? When I count three, everybody shout his name or clap for Peanuts, O.K.? One, two, three, (clap/shout) Peanuts, Peanuts." Yum Yum says/signs, "Peanuts, Peanuts, don't be long, it's almost time to sing our song."

Aide takes Peanuts out of the box.

Peanuts says/signs, "Peanuts, Peanuts is my name. I'm so happy that I came." Yum Yum says/signs, "Whenever Peanuts comes along, he'll always help to sing our song." They sing the song "I'm Yum Yum, I'm Peanuts."

Peanuts says/signs, "Oh, Yum Yum, I'm so hungry. Give me a good food to eat. Give me a food that is good for me. Give me a food that will help me grow. Give me a food that will help me run and play." Yum Yum says/signs, "Yes, Peanuts, I will give you a food that is good for you. It will help you grow. It will help you run and play."

Yum Yum takes out a raisin/nut mixture and an apple. He says, "Here, Peanuts, here are some raisins and nuts. Here is an apple. These are good for you. They will help you to grow. They will help you to run and play." Peanuts says/signs, "Oh Yum Yum, let's put the raisins and nuts on a plate. Let's cut up the apple. I want to share this good food with the boys and girls." Yum Yum puts the nuts and raisins on a plate. He cuts up the apple and puts it on a plate.

Each student is given some nuts and raisins and a piece of apple. Yum Yum and Peanuts say/sign,

"And now it's time to sing our song,
and hope that you will sing along."

THEME: WHY DO YOU EAT WHAT YOU EAT?

Procedure: (continued)

(Sung to the tune of "Three Blind Mice".)

These foods are good to eat. (repeat)
These foods are such a treat. (repeat)
This big red apple is good for you.
The raisins and nuts are a good treat too.
We know they'll help you to play like you do.
Good food to eat.
Good food's a treat.

Conclusion: Yum Yum says/signs, "Boys and girls, its fun to have a good food when you come from play. Are raisins, nuts and apples good to eat?" (Elicit appropriate positive response.) Yes, raisins, nuts and apples are good to eat. They help you grow. They help you run and play. Yum Yum and Peanuts say/sign, "It's time for us to go.

Good-bye, good-bye, good-bye we say.
We'll see you on another day."

Yum Yum and Peanuts are put back in the box.

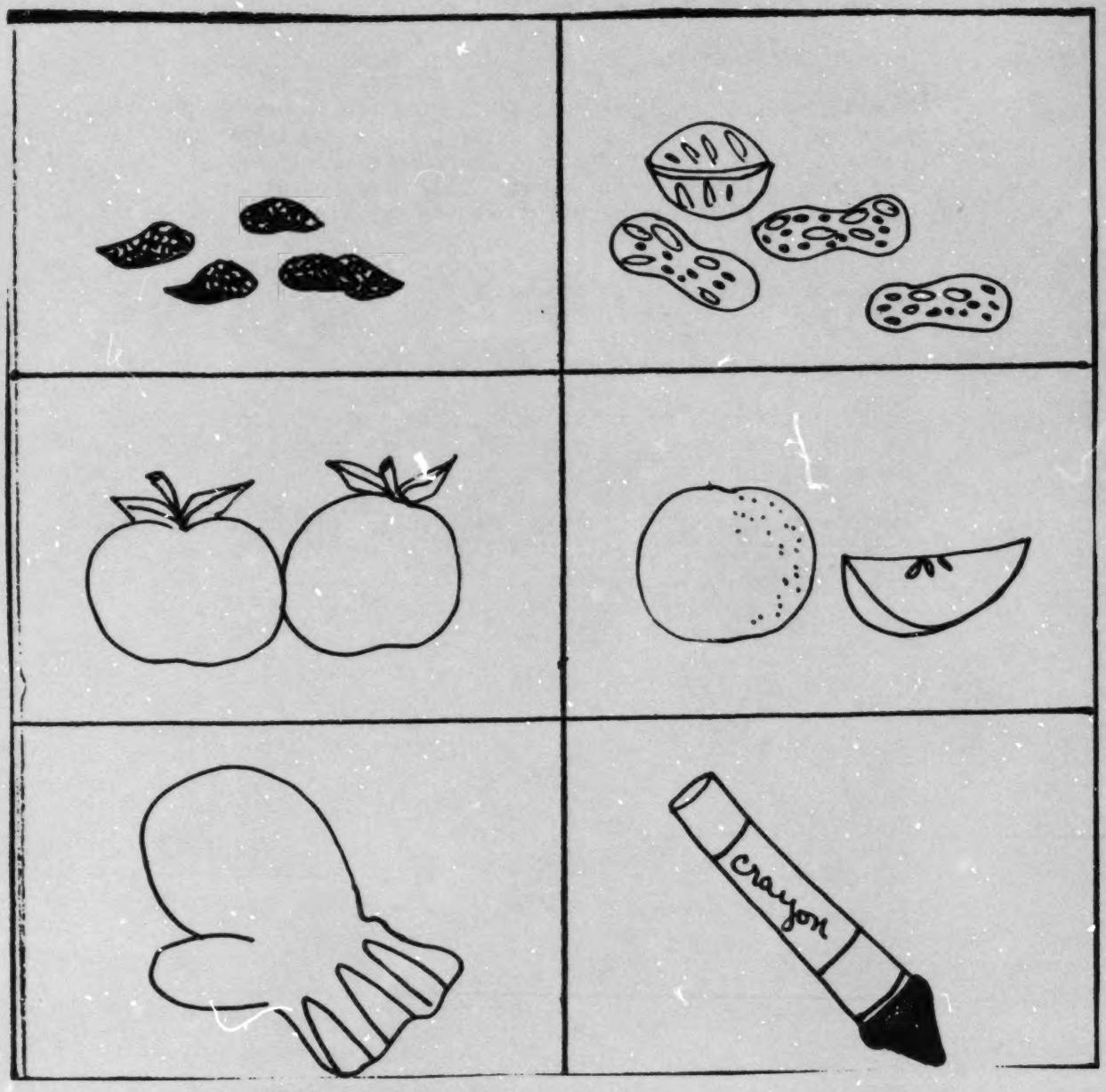
Evaluation: Teacher puts raisins, nuts, apple, mitten and crayon on table. Teacher instructs each student to point to or pick up food that is good.

Extender: Use a worksheet with raisins, nuts, apples, mitten, oranges and crayon. Instruct students to put an "X" on foods that are good for you.

THEME: WHY DO YOU EAT WHAT YOU EAT? NAME: _____

Worksheet

DIRECTIONS: Put an X on foods that are good for you.



THEME: WHY DO YOU EAT WHAT YOU EAT?

Educational Objective

Students will recognize that they need to eat certain foods to remain healthy.

Problem: What are some foods which we need to eat to remain healthy?

Vocabulary: stomach, hurts, sick, feel, good

Materials: mirror, container of milk, a hard boiled egg, banana

Procedure: Repeat initial procedure until the teacher takes Yum Yum out of the box.

Yum Yum says/signs, "Boys and girls, I'm going to call my brother Peanuts now. Are you ready to help me? When I count three, everybody shout his name or clap for Peanuts, O.K.? One, two, three. (clap/shout) Peanuts, Peanuts. Yum Yum says/signs, "Peanuts, Peanuts, don't be long. It's almost time to sing our song."

Aide takes Peanuts out of the box.

Peanuts says/signs, "Peanuts, Peanuts is my name. I'm so happy that I came." Yum Yum says/signs, "Whenever Peanuts comes along, he'll always help to sing our song." They sing the song, "I'm Yum Yum, I'm Peanuts."

Peanuts drops his head and puts his hand on his stomach. "Oh, Yum Yum, my stomach hurts, my head hurts. I feel sick." Yum Yum says/signs, "Peanuts you look sick. See, Peanuts, see how sick you look." (Yum Yum takes a mirror out of his bag and shows Peanuts how he looks in the mirror.) Yum Yum says, "Oh, Peanuts, what have you been eating. Have you been eating food that makes you sick?"

Yum Yum pokes his head in the box and takes out a handful of wrappers from candy bars. Yum Yum shows the wrappers to Peanuts and says/signs, "Oh, Peanuts, I know why you are sick. I know why your stomach hurts. You are eating bad food. Oh, Peanuts, if you want to feel good, you must eat good food everyday." Peanuts says/signs, "Oh, Yum Yum, I do not want to be sick. I want to feel good." (Peanuts looks in the mirror again.) "Oh, I feel sick. I look sick." Peanuts says, "Oh, Yum Yum, I do not want to feel sick. I do not want to look sick. I am hungry. Can you give me some food that will help me feel good everyday?"

Procedure (continued)

Yum Yum takes out a container of milk, a hard boiled egg and a banana. Yum Yum says/signs, "Here, Peanuts, here is milk. Here is an egg. Here is a banana. These foods will help you feel good everyday." Yum Yum pours the milk into a cup and gives it to Peanuts. Peanuts drinks milk and says, "Oh, I feel better. This food makes me feel better. Please let me eat the egg and banana." Peanuts eats egg and banana and says/signs, "This is good food. This food makes me feel better. This food will help me feel good. Let me see how I look?" Peanuts looks in mirror and says/signs, "Oh, Yum Yum, I look better (sign) too!" Yum Yum says/signs, "Yes, Peanuts, you look better. This food is good food. This food you need to feel good."

Peanuts shows the students the milk, egg, and banana and says/signs, "See, boys and girls, this food will help you feel good." Yum Yum takes the mirror and goes to each student and says/signs, "See, (name of student), this is how you look. Do you want to feel good? Do you want to look good? See this food?" (Let each student look at and touch each food.) "This food will help you feel good every day." Yum Yum and Peanuts say/sign,

"And now it's time to sing our song,
and hope that you will sing along."

(Sung to the tune "If You're Happy and You Know It".)

If you want to feel so good everyday.
If you want to feel so good everyday.
You should eat the food you see.
Food that's good for you and me.
If you want to feel so good everyday.

Conclusion:

Yum Yum says/signs, "Boys and girls, we need to eat good food everyday to feel good. Will milk, eggs and bananas help us to feel good. Yes, milk, eggs, and bananas will help us to feel good." Yum Yum and Peanuts says/sign, "It's time for us to go now.

Good-bye, good-bye, good-bye we say.
We'll see you on another day."

Teacher and aide put puppets back in the box.

Evaluation:

Teacher puts milk, banana, egg, ball, and glove on table. Teacher instructs each student to pick up a food that will help them feel good.

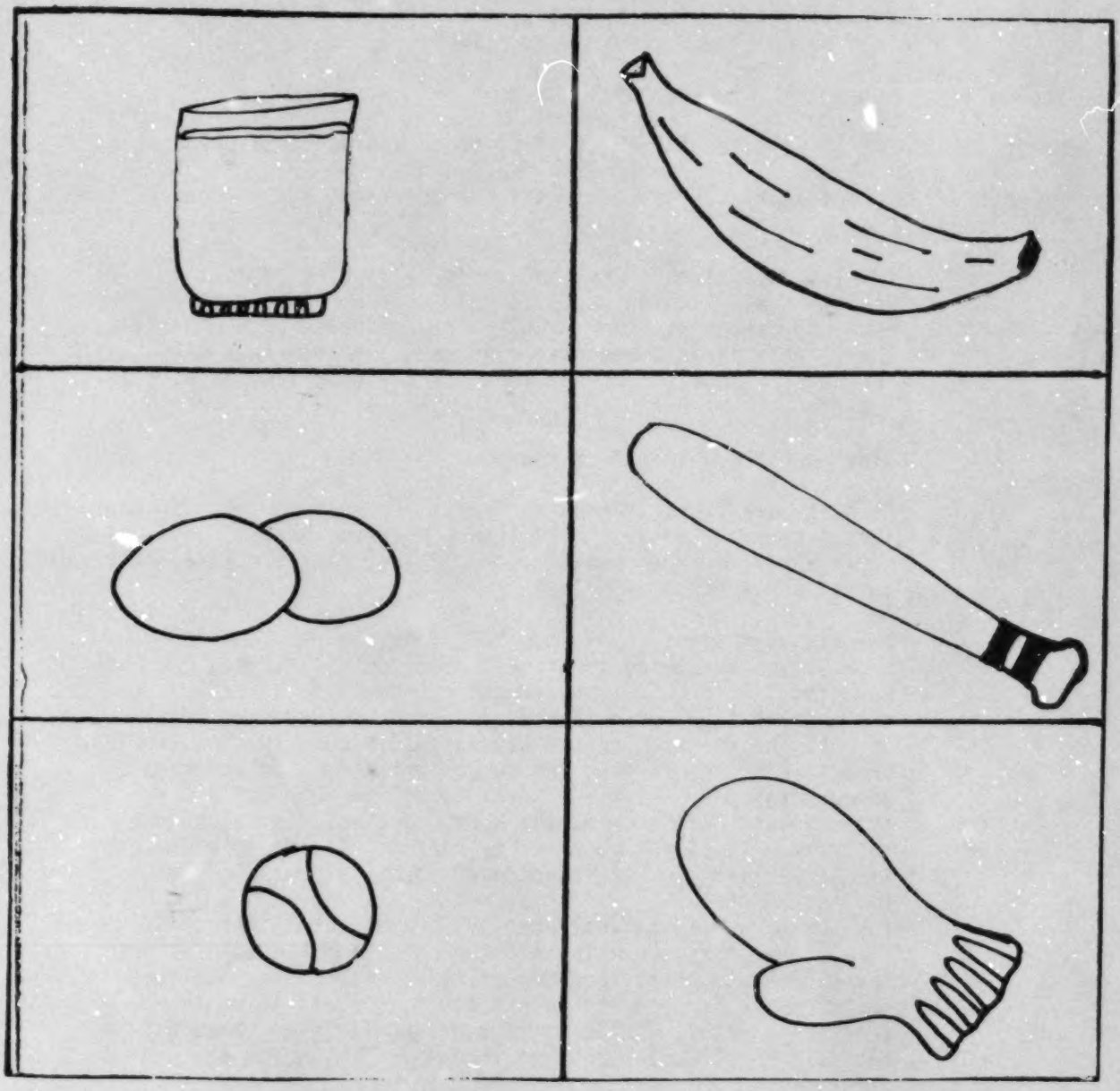
Extender:

Use a worksheet with milk, banana, egg, mitten, bat and ball. Put X on three foods that help you feel good.

THEME: WHY DO YOU EAT WHAT YOU EAT? NAME: _____

Worksheet

DIRECTIONS: Put X on three foods that help you feel good.



THEME: WHY DO YOU EAT WHAT YOU EAT?

Educational Objective

Students will distinguish between healthy and unhealthy food.

Problem: What is a food which is not good for you to drink? What is a food which is good for you to drink?

Vocabulary: soda, milk, teeth, hurt, not good

Materials: can of cola, container of milk, tooth brush, tooth paste, cups

Procedure: Repeat initial procedure until teacher takes Yum Yum out of the box.

Yum Yum says/signs, "Boys and girls, I'm going to call my brother Peanuts now. Are you ready to help me? When I count to three, everybody shout his name or clap for Peanuts, O.K.? One, two, three, (clap/shout) Peanuts, Peanuts." Yum Yum says/signs, "Peanuts, Peanuts, don't be long, it's almost time to sing our song."

Aide takes Peanuts out of the box.

Peanuts says/signs, "Peanuts, Peanuts is my name. I'm so happy that I came." Yum Yum says/signs, "Whenever Peanuts comes along, he'll always help to sing my song." They sing the song, "I'm Yum Yum, I'm Peanuts."

Peanuts says/signs, "Hey, Yum Yum, I have a surprise for you. I brought you something to drink." Yum Yum says/signs, "Oh boy, Peanuts, I'm so happy you brought me something to drink. Let's see what it is." Peanuts goes into the box and takes out a can of cola and a cup. Peanuts says/signs, "Look, Yum Yum, this is a soda." He pours it into the cup. "Drink some of the soda I brought for you." Yum Yum says/signs, "Oh Peanuts, I'm very thirsty but I can't drink the soda. The soda is not a good food to drink. It is not good for my teeth." (Point to mouth and teacher's teeth). "It is not good for my stomach." (Points)

Yum Yum gets his bag and takes out a small container of milk and a cup. He pours the milk into the cup. Yum Yum says/signs, "Look, Peanuts, here is a cup of milk. Milk is a good food to drink. Milk is good for your teeth." (Points to mouth and teacher's teeth.) "Milk is a good food for your stomach." (Points) "I'll drink some of this milk." Yum Yum pretends to drink.

THEME: WHY DO YOU EAT WHAT YOU EAT?

Procedure: (continued) Peanuts says/signs, "O.K., Yum Yum. You drink the milk. I'll drink the soda. I like soda." Peanuts pretends to drink. Peanuts puts down the cup and puts his hand over his mouth. Peanuts says/signs, "Yum Yum, look. Look at my teeth. My teeth hurt." Yum Yum looks into Peanuts' mouth. Yum Yum says/signs, "See, Peanuts, soda is not good for your teeth." Yum Yum goes into his box and gets a tooth brush and tooth paste.

Yum Yum says/signs, "Here, Peanuts, you better brush your teeth. Brushing will wash away the soda." Peanuts pretends to brush his teeth. Yum Yum says/signs, "Here, Peanuts. Drink some of my milk. Milk is good for your teeth. Peanuts pretends to drink and thanks Yum Yum. Yum Yum says/signs,

"And now its time to sing my song
and hope that you will sing along."

He sings. (Sung to the tune of "London Bridge".)

Soda is not good for you,
Not good for you, not good for you.
Don't drink the soda, it's not good.
No, no, no, no

Drink the milk it's good for you,
Good for you, good for you.
Drink the milk cause it's so good.
Yes, yes, yes, yes

Conclusion: Yum Yum says/signs, "Peanuts, which drink is not good for you and not good for your teeth?" Peanuts says/signs, "I know, Yum Yum, the soda is not good for my teeth." Yum Yum and Peanuts say/sign, "It's time for us to go now.

Good-bye, good-bye, good-bye we say.
We'll see you on another day."

The puppets are put back into the box.

Evaluation: Teacher puts can of soda and milk container next to each other on table. Teacher repeats problem. "What is a food which is not good for you to drink? Point to the one which is not good for you." Teacher helps to elicit appropriate response and reinforce verbalization. Teacher repeats problem. "What is a food which is good for you to drink? Point to the one which is good for you." Teacher helps to elicit appropriate response and reinforces it with verbalization.

THEME: WHY DO YOU EAT WHAT YOU EAT

Extenders:

- classify pictures of children according to size depicting healthy food and display on chart.
- sort food or food pictures according to which are healthy, unhealthy.
- choose picture or model from a group (which is healthy, which is unhealthy, etc.).
- cut out pictures of healthy foods and paste.
- take pictures of students eating healthy food and display.
- cut out pictures of children doing various activities and display on chart depicting healthy food.
- color action pictures of students.
- play pantomime games (eating good food, then growing, playing).
- make puzzles from action pictures.
- play language game with action pictures or actions (ex. good food helps us to jump).

HOW IS YOUR FOOD PREPARED?

INTRODUCTION

Cooking is an activity which all students can do successfully. It is one of the few areas where students of varying abilities and at various stages of development can participate while sharing a common experience. Cooking is also an activity in which many skill areas can be integrated.

Cooking is an activity area in which students work together naturally. It promotes a group spirit and yet students can still feel comfortable proceeding at their own level of proficiency. The need and desire to share is basic to the whole concept.

Cooking in the classroom also helps foster a transition from home to school. Its use of various substances and utensils gives the child some direct practical experience with materials and textures.

Cooking is one of the most structured learning experiences. Every aspect of the experience is very specific and predictable. Some students can work with some degree of independence while others will need assistance with every step of the experience.

Cooking encourages language development by use of direct experiences. There is a direct relationship between the action, word, and language stimulation.

The cooking experience itself is exciting for the students. The student is motivated to react to and develop skills and concepts from other curriculum areas. For example, the student becomes involved in measuring, dividing, sorting, classifying and counting. The student will be exposed to such terms as more than, less than, enough, too much, not enough, as much as, big and little.

As one cooking experience builds on another, the student will gain in confidence and in his/her ability to, in some ways, manipulate his environment.

The objectives for this theme are:

Students will:

1. observe a food being prepared.
2. where possible, participate in the preparation of a food.
3. observe or where possible, participate in the preparation of a meal.
4. observe foods being prepared in their homes.
5. where possible, participate in making a class cookbook of easily prepared foods.
6. observe or participate, where possible, in changing a food from one form to another through cooking.
7. observe the use of cooking utensils and, where possible, use them.

THEME: HOW IS YOUR FOOD PREPARED?

Educational Objective

Students will observe a food being prepared.

Problem: How do we make popcorn?

Vocabulary: popcorn, oil, pot, stove, hot, pop

Materials: glass pot with tight fitting lid, oil, popping corn, melted butter, bowl, plates, napkins

Procedure: Repeat initial procedure from Unit I through the song, "I'm Yum Yum". After the song, Yum Yum takes out his bag and says, "Here is my bag, here is my bag. Look at what I have in my bag."

Yum Yum takes out a small bottle of oil, popping corn and a small bag of popped corn. He says/signs, "Look boys and girls. Look at this pop corn. (He holds up bag.) I am going to make everyone some popcorn to eat. Popcorn is a good food. Do you like popcorn? Good, I love to eat popcorn too. Look at what I will use. I will use some oil. (He holds up oil.) I will use some popping corn. (He passes around some corn kernels.)

I will use this pot. (Holds up.) I will use this stove (hot plate). Now, I am ready to make the popcorn. Oh, oh. I almost forgot. Where is my hat? I can't cook without my hat! (Name of student) can you please get my cooking hat and put it on my head. (Teacher gets hat and gives it to student.) Thank you (name of student). Now I am ready to cook. I always wear my hat when I cook." Yum Yum says/signs, "When I cook, I sing a song. I'd like for you to sing along." While Yum Yum works he sings.

(Sung to the tune of "Hokey Pokey".)

You take the pot right here, you take the pot right here,
You take the pot right here and you put it on the stove.
You take the pot right here and then you put it on the stove,
That's what you need to do.

You put the oil in there, you put the oil in there,
You put the oil in there, you put the oil in there like this.
You put the oil into the pot, you put the oil in there,
That's what you need to do.

You turn the heat on high, you turn the heat on high,
You turn the heat on high, yes, you turn it on so high.
You need to turn the heat on high, you turn it on so high,
That's what you need to do.

Procedure: (continued)

You put the popcorn in, you put the popcorn in,
you put the popcorn in, yes, you put it in the pot.
You put the popcorn in the pot, you put it in the pot,
That's what you need to do.

You cover up the pot, you cover up the pot,
you cover up the pot, you put the cover on so tight.
You put the cover on the pot, you put it on so tight,
That's what you need to do.

You let the corn get hot, you let the corn get hot,
you let the corn get hot, yes, you let it get so hot.
You let the corn get hot, inside the pot it must get hot,
That's what you need to do.

You have to shake the pot, you have to shake the pot,
you have to shake the pot, you have to shake the pot like this.
You shake the pot like this, you need to shake the pot like this,
That's what you need to do.

You watch the corn go pop, you watch the corn go pop,
you watch the corn go pop, you watch the corn go pop, pop, pop.
You watch the corn go pop, inside the pot it goes pop, pop,
The corn goes pop, pop, pop.

You see the corn's all popped, you see the corn's all popped,
you see the corn's all popped, you see the corn it is all popped.
You see that all the corn inside the pot, it is all popped,
That's how you make popcorn.

You put it in a bowl, you put it in a bowl,
you put it in a bowl, you put the popcorn in a bowl.
You put the popcorn in a bowl, you put it in the bowl.
That's what you need to do.

You put some butter on, you put some butter on,
you put some butter on, yes, you put it on like this.
You put the butter on the corn, you put it on the corn,
That's how you eat popcorn.

Conclusion: Yum Yum says/signs, "Now, boys and girls, it's time to eat our popcorn." Yum Yum asks students to give out the plates and napkins. He passes the bowl around. Students take some or are assisted. Yum Yum pretends to eat. He says/signs, "This is good popcorn. It is fun to make popcorn. It is fun to eat popcorn. Do you like the popcorn, boys and girls? It's time for me to go now.

Good-bye, good-bye, good-bye I say.
I'll see you on another day."

Yum Yum is put back into the box.

THEME: HOW IS YOUR FOOD PREPARED?

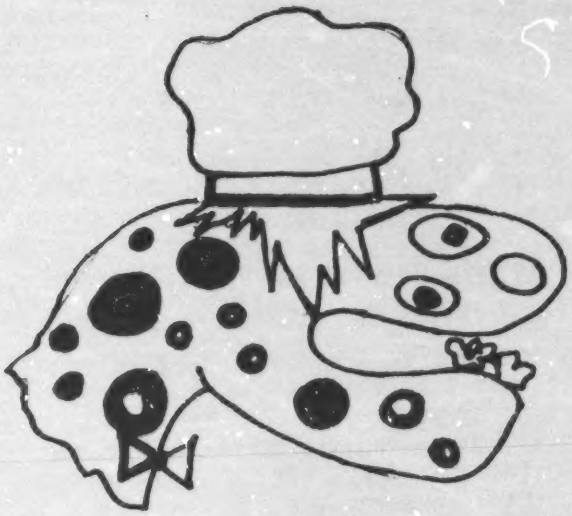
Evaluation: Teacher lines up plate of popcorn, a pot cover, and a cup. Teacher asks students to point to what Yum Yum cooked. Teacher reinforces with verbalization.

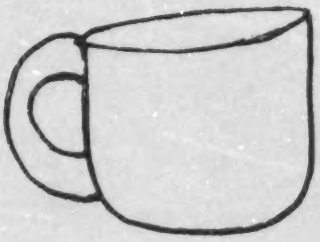
Extender: Use a worksheet with four pictures of Peanuts eating popped corn, cup, spoon and apple. Instruct students to put an X on popcorn.

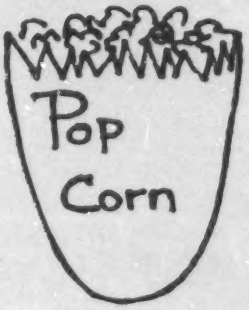
THEME: HOW IS YOUR FOOD PREPARED? NAME: _____

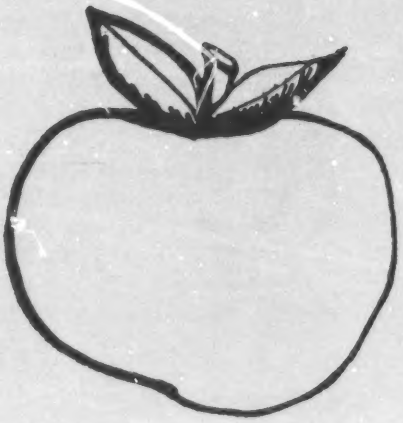
Worksheet

DIRECTIONS: Put an X on popcorn.









THEME: HOW IS YOUR FOOD PREPARED?

Educational Objective

Students will, where possible, participate in the preparation of a food.

Problem: What are the things we do to prepare a fruit salad and eat a fruit salad? What foods will we use? Why do we have to wash our hands? What objects do we use to prepare the fruit salad? What objects do we use to eat the fruit salad?

Vocabulary: orange, banana, strawberry, yogurt, pieces, fruit, salad

Materials: orange, banana, strawberry, seasonings, soy sauce, yogurt, plates, plastic knives, napkins, bowl, hats, paper towels, measuring cup, measuring spoons

Procedure: Repeat initial procedure from Theme I through the song, "I'm Yum Yum".

After the song, Yum Yum takes out his bag and says, "Here is my bag. Here is my bag. Look at what I have in my bag." Yum Yum takes out a banana, an orange and strawberries or grapes, (or whatever fruits are in season.) Yum Yum points to each item and names it. He puts them on the table and says/signs, "Today we are going to take the banana, the orange and the strawberries and put them all together. We will cut the banana into little pieces, we will cut the orange into little pieces, we will cut the strawberries, etc. into little pieces. We will make a salad."

Yum Yum says/signs, "We will put the pieces of banana and orange and strawberries in a big bowl. Here is the big bowl." He pulls a big bowl out of the box and puts it on the table next to the fruit. "Let's see what we have on the table." He points to and names each item on the table. "Now we are ready to make the salad."

"Oh, Oh, I almost forgot. Where is my hat. (Name of student), can you please get my cooking hat and put it on my head?" (Teacher gets hat and gives it to student.) "Thank you, (name of student), now I am ready to work. I always wear my cooking hat when I make food. You must get your hat too. (Name of student), will you please get the cooking hats for everyone." (Teacher gets hats, gives it to student to pass out and helps to put hats on heads.) Yum Yum conducts the cooking with dialogue through these steps.

THEME: HOW IS YOUR FOOD PREPARED?

Procedure: (continued)

- Students wash and dry their hands. (Song for washing hands can be sung.)
- Fruit is given out (banana, orange, strawberry) to each student. (One student passes out food. Paper towels are given out, as well as plastic knives to students who need them.)
- Students are helped to peel banana and orange and cut up strawberry, and given plastic knives where necessary.
- A student, with help of teachers, goes to each student with large plate or bowl, and puts cut up fruit in it. He collects knives and puts them on the table. He passes a plastic bag and teacher helps him gather peelings to throw out.

Yum Yum says/signs, "That food looks good. I am getting hungry." He points to bowl on table with cut up fruit. Yum Yum says/signs, "Now we will make something good to put on the salad. I have some yogurt in my bag."

Yum Yum pulls out container of yogurt. He names it. He says/signs, "We will make a yogurt dressing." He takes out all the ingredients for the dressing and names them. He says/signs, "We will need a bowl and spoon." (He takes them out of the box. Yum Yum puts ingredients in bowl and has students help him measure. He has students help him mix dressing. Each student will have a chance to take spoon and stir the dressing. He says/signs, "Now we will put the dressing on the salad." Students help pour dressing over salad. Yum Yum says/signs, "This looks so good."

Yum Yum points to fruit salad and says/signs, "We cut up this fruit to make a salad. Now it's time to eat this salad. Would you like to eat this salad, boys and girls?" Yum Yum asks students to give out napkins, plates and spoons. Yum Yum gives each student some fruit salad and names the fruit.

Conclusion: Yum Yum holds up each whole fruit and says/signs, "What did we do with (fruit)? Yes, we cut it up and made a salad. It's fun to make a fruit salad. It's fun to eat a fruit salad. It's time for me to go now. Good-bye, good-bye, good-bye, I say. I'll see you on another day." Yum Yum is put back in the box.

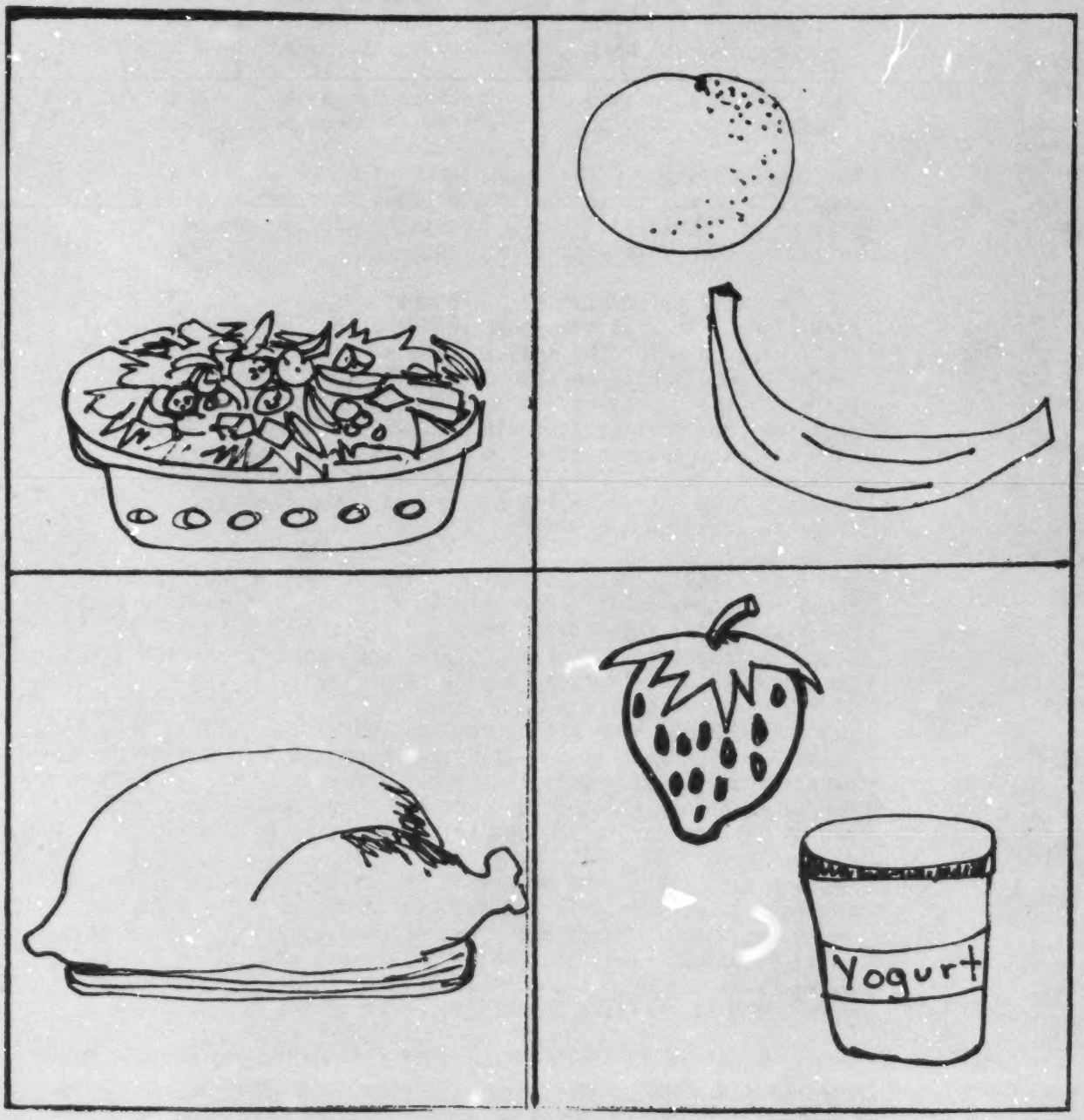
Evaluation: Teacher asks, "What did we put in the salad?" Teacher lines up ingredients used in salad at one end of table. "Point to the things we used." Teacher can ask student to point to each item as it is named. Yogurt is put at other end of table. Teacher asks, "What did we put on the salad? Point to it." Teacher names item as she asks student to point to it.

Extender: Use worksheet with pictures of fruit salad, orange, banana, strawberry, yogurt and chicken. Instruct students to draw line from fruit salad to ingredients.

THEME: HOW IS YOUR FOOD PREPARED? NAME: _____

Worksheet

DIRECTIONS: Draw a line from the fruit salad to the ingredients.



THEME: HOW IS YOUR FOOD PREPARED?

Yogurt Dressing

1 1/2 cups yogurt
2 tsp. tomari soy sauce
1/2 tsp. garlic power (or fresh minced onion and garlic)
1/2 tsp. onion powder
1 tsp. celery salt

Stir all of the ingredients together in a small bowl.

THEME: HOW IS YOUR FOOD PREPARED?

Educational Objective

Students will observe or, where possible, participate in the preparation of a meal.

Problem: How do we make a peanut butter sandwich?

Vocabulary: sandwich, bread, peanut butter, jelly, bananas, orange juice, milk, knife, measuring cup, measuring spoon

Materials: whole grain bread, natural peanut butter, jelly, bananas, orange juice, vanilla extract, measuring cups, measuring spoons, milk, blender, plastic knives, plastic cups, ready-made peanut butter and jelly sandwich, (raisins, bananas optional)

Procedure: Repeat initial procedure from Theme I until Yum Yum's song. After the song, Yum Yum takes out his bag and says, "Here is my bag. Here is my bag. Look at what I have in my bag."

Yum Yum takes out a jar of peanut butter, a jar of jelly, and bread. Yum Yum points to each item and names it. Yum Yum says/signs, "Today we are going to make sandwiches for lunch. We will take the bread, the peanut butter and the jelly. We will make peanut butter sandwiches like this." (Holds up ready made sandwich.)

Yum Yum asks students to give out plates, napkins, plastic knives, and cups. Yum Yum says/signs, "Now we are ready to make our sandwiches. Oh, Oh, I almost forgot my hat. Where is my hat? I can't cook without my hat. (Name of student), can you please get my cooking hat and put it on my head. (Teacher gets hat and gives it to student.) Thank you, (name of student). Now I am ready to cook. I always wear my hat when I cook. You must get your hats too. (Name of student), will you please get the cooking hats for everyone." (Teacher gets hats, gives it to student to pass out, and helps to put hats on heads.) Yum Yum conducts the cooking with dialogue through these steps:

. Students wash and dry hands. (Song for washing hands can be sung.)
. Bread is given out. (One student passes it and each one is instructed to take two slices of bread.)
. Peanut butter is put on each plate.
. Jelly is put on each plate.
. Students are helped to spread items on bread.
. Raisins, banana slices, etc. (can be added if desired.)
. Sandwich is cut in half.

THEME: HOW IS YOUR FOOD PREPARED?

Procedure: (continued) After sandwich is prepared, Yum Yum says/signs, "Now we will make something good to drink." (Yum Yum takes out bananas, orange juice and milk and names each item.) Yum Yum says/signs, "We will make a banana milk shake. Yum Yum conducts the cooking with dialogue through these steps:

. Students peel the bananas.
. Orange juice, milk, vanilla extract is measured and put in blender container.
. Mix together in blender.
. Shake is poured into cups.

Conclusion: Yum Yum holds up the peanut butter sandwich. He says/signs, "What did we make? Did we make peanut butter sandwiches? I love to eat peanut butter sandwiches. Do you like the peanut butter sandwich?" Repeat same procedure with the banana drink. Yum Yum says/signs, "And now it's time to sing my song and hope that you will sing along."

(Song sung to the tune of "Hokey Pokey".)

We made some sandwiches, we made some sandwiches,
We made some sandwiches, and we made them just like this.
We took some peanut butter and some jelly and some bread,
That's what we had to do.

We made banana shakes, we made banana shakes,
We made banana shakes, and we made it just like this.
We took some milk and orange juice and some bananas too,
That's what we had to do.

Yum Yum says/signs, "It's time for me to go now.

Good-bye, good-bye, good-bye I say.
I'll see you on another day."

Yum Yum is put back into the box.

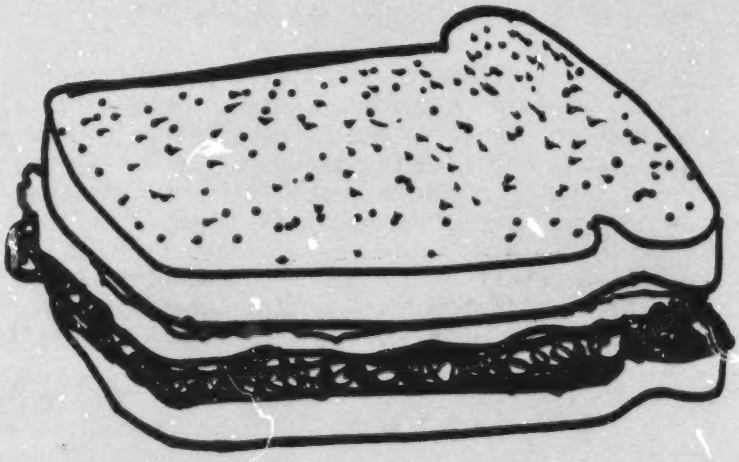
Evaluation: Teacher asks students, "What did we make for lunch?" Teacher lines ingredients used for sandwich and shake at separate sections of table. Teacher asks, "What did we use to make the sandwich? Point to the things we used." Repeat procedure for drink. Reinforce with verbalization. (Teacher can ask students to point to each item as it is named.)

Extender: Use a worksheet with picture of sandwich, peanut butter, jelly and bread. Instruct students to draw lines from sandwich to ingredients.

THEME: HOW IS YOUR FOOD PREPARED? NAME: _____

Worksheet

DIRECTIONS: Draw a line from the sandwich to the ingredients.



THEME: HOW IS YOUR FOOD PREPARED?

Recipe for Banana Shake

(Adjust recipe for number of students in class)

4 sliced ripe bananas
1/2 cup orange juice
1/4 teaspoon vanilla extract
4 cups milk
Blend in blender.

makes six servings

THEME: HOW IS YOUR FOOD PREPARED?

Educational Objective

Students will, where possible, participate in making a class cookbook of easily prepared food.

Problem: How will we make a class cookbook?

Vocabulary: cut, paste

Materials: camera, film, experience chart paper, masters of food items to be cut out, crayons, scissors, paste

Procedure: It is suggested that teacher have a camera and take pictures of students preparing various foods in the various lessons. These pictures of students participating in the food preparation will be used as motivation for the cookbook. The teacher can decide how often to work on the cookbook--after each lesson when a food is prepared, or do several consecutive cookbook lessons after several foods have been prepared. Teacher can have students in a circle facing the experience chart. All the necessary pictures and art supplies can be on a table.

Sample Procedure - Peanut Butter Sandwiches

Teacher puts students in a circle. Teacher holds up picture (photo) of students making peanut butter sandwich. Teacher says/signs, "This is a picture of you when we made peanut butter and jelly sandwiches. What did we use when we made the peanut butter sandwich? Here is a picture of bread (holds up picture of bread). Here is a picture of peanut butter (holds up picture). Here is a picture of peanut butter (holds up picture), jelly, and knife. (Repeats procedure with each item.) We are now going to make a story about what we did and cut out pictures. Teacher writes on experience chart, "Peanut Butter and Jelly Sandwich."

She picks up paper with picture of bread and says, "Now, (name of student), please cut out this picture of bread." Teacher repeats with each picture that must be cut out. (Peanut butter, jelly and knife.) Teacher says/signs, "What should we put in our story first?" Teacher pastes on picture of bread and writes word bread and says, "Bread." "What goes in our story next? Yes, the knife for the peanut butter and jelly." Teacher pastes on picture of knife and writes word knife and says, "Knife." Teacher asks/signs, "What goes on the bread? Yes, peanut butter and jelly." Teacher pastes on picture of peanut butter and jelly and says, "Peanut butter and jelly." Teacher asks, "What did we make? Yes, a sandwich of peanut butter and jelly." Pastes on picture of sandwich and writes peanut butter and jelly sandwich.

THEME: HOW IS YOUR FOOD PREPARED?

Conclusion: Teacher askes students, "What story did we make? Yes, the story of how to make a peanut butter and jelly sandwich."

Evaluation: Teacher asks student to point to story about how to make peanut butter and jelly sandwiches.

THEME: HOW IS YOUR FOOD PREPARED?

Educational Objective

Students will observe or participate, where possible, in changing a food from one form to another through cooking.

Problem: How do we make applesauce?

Vocabulary: apple, applesauce, pan, bowl, spoon, strainer, (raisins, milk, honey, if desired), knife

Materials: saucepan, bowl, wooden spoons, cutting board, paring knife, strainer (sieve, food mill), apples, plastic spoons, cups, napkins, (raisins, milk, honey, if desired)

Procedure: Repeat initial procedure from Theme I until Yum Yum's song. After the song, Yum Yum takes out his bag and says, "Here is my bag. Here is my bag. Look at what I have in my bag."

Yum Yum takes out some apples. Yum Yum says/signs, "These are apples. Apples are good food to eat. Let's count how many apples we have." (Yum Yum counts with students.)

"Today we are going to cook. We are going to cook the apples. We will make applesauce with the apples. Look at what we will use to make applesauce." (Yum Yum points to and names each item lined up on the table (saucepan, bowl, spoons, knife, strainer, honey if used, and stove). Now we are ready to cook."

"Oh, oh, I almost forgot. Where is my hat? I can't cook without my hat. (Name of student), can you please get my cooking hat and put it on my head. (Teacher gets hat and gives it to student.) Thank you, (name of student). Now I am ready to cook. I always wear my hat when I cook. You must get your hats too. (Name of student), will you please get the cooking hats for everyone." (Teacher gets hats, gives it to student to pass out, and helps to put hats on heads.) Yum Yum conducts the cooking with dialogue through these steps:

. Students wash and dry their hands. (Song for washing hands can be sung.)
. Apples are washed. Each student can do this.
. Apples are cut into quarters.
. Apples are placed in saucepan.
. A little water is added.
. Apples are cooked slowly until tender. Each student who is able to should help to stir apples with spoon.
. Apples are strained or put through a sieve or food mill. Students can take turns doing this.
. Add one teaspoon (or to taste) of honey, if desired.
. Add optional ingredients, if desired.

THEME: HOW IS YOUR FOOD PREPARED?

Procedure: (continued) After applesauce is finished, it is put into a large bowl. Yum Yum holds up the uncut apple. He says/signs, "Look at this apple. Look what we did with the apple. We cooked the apple to make applesauce." Yum Yum points to applesauce. "Now it is time to eat the applesauce. Would you like to have some applesauce boys and girls?" Yum Yum asks students to give out napkins, cups and plastic spoons. Yum Yum gives each student some applesauce saying the name of the food for each student.

Conclusion: Yum Yum holds up the uncut apple. He says/signs, "What did we do with the apple? Did we cook the apple? Did we make applesauce? (points) The apple is hard. We cooked it and made it soft. I love applesauce. Do you like the applesauce we made? It is fun to make applesauce. It's time for me to go now.

Good-bye, good-bye, good-bye I say.
I'll see you on another day."

Yum Yum is put back into the box.

Evaluation: Teacher lines up apple, applesauce, orange, cup on table. Teacher asks, "What did we make today? Point to what we made today." Teacher reinforces correct response with verbalization.

THEME: HOW IS YOUR FOOD PREPARED?

Educational Objective

Students will observe the use of cooking utensils and, where possible, use them.

Problem: What objects do we use for cooking? How do we use these objects for cooking?

Vocabulary: custard, milk, eggs, cheese, beater, grater

Materials: milk, eggs, honey, vanilla extract, cheese, whole wheat bread, knives, plates, bowl, spoons, beater, cheese, margarine, napkins

Procedure: Repeat initial procedure until Yum Yum's song. After the song, Yum Yum takes out his bag and says/signs, "Here is my bag. Here is by bag. Look at what I have in my bag."

Yum Yum takes out two half-pint containers of milk, eggs, honey and vanilla extract. He names each item and puts them on the table. He says/signs, "Today we are going to cook. We will mix the eggs and milk and put them in the oven. We will make custard. Look at what we will use to make custard."

He takes items out of box and names them as he puts them on the table: bowl, measuring cups, measuring spoons, knife, beater, wooden spoon, baking dish.

"Now we are ready to cook. Oh, oh, I almost forgot. Where is my hat? I can't cook without my hat. (Name of student), can you please get my cooking hat and put it on my head." (Teacher gets hat and gives it to student.) "Thank you, (name of student). Now I am ready to cook. I always wear my hat when I cook. I will need your help. You must get your hats too. (Name of student), will you please get the cooking hats for everyone." (Teacher gets hats, gives it to student to pass out, and helps to put hats on heads.)

"Now we will wash our hands. (Students are helped to wash and dry hands.) Now you are ready to help me cook."

Yum Yum points to table. He says/signs, "These things help us to cook." (He picks up measuring cups and spoons.) He names them again. These cups and spoons help us to know how much food to put together. Teacher has students help measure milk. It is put in bowl. Yum Yum picks up beater. He says/signs, "This is a beater. It helps to mix up the milk." Students take turns at using beater. Yum Yum says/signs, "Now we will put in the eggs. We must mix the eggs." Students take turns at beating eggs with

Procedure: (continued) beater. Yum Yum says/signs, "Now we will put in honey and vanilla." He picks up measuring spoons and names them. He says, "These measuring spoons will help us to know how much honey to put in." Students help measure. He picks up wooden spoon. He says/signs, "This is a wooden spoon. We use it to stir the food." Students help stir. "Now we will pour this into a pan." Students help pour into oiled pan. Pan is put in oven.

Conclusion: Yum Yum says/signs, "What did we use to mix the milk and eggs? Did we use a beater (hold up beater)? (Get appropriate response.) Yes, we used a beater to mix the milk and egg. What did we use to know how much milk to use? (Hold up measuring cup.) Did we use a measuring cup? (Get appropriate response.) Yes, we used a measuring cup. What did we use to measure the honey? (Hold up measuring spoon.) Did we use a measuring spoon? (Get appropriate response.) Yes, we used a measuring spoon. Now the custard is in the oven. I love custard.

While we are waiting for the custard, I have a surprise in my bag." Yum Yum takes out whole wheat bread, margarine, and cheese. He says/signs, "Look what we can do with this cheese." He takes a grater out of his bag. He grates some cheese. He says/signs, "This is a grater. Can you do what I am doing?" Students who are able, grate some cheese. Follow recipe for Melted Cheese Chews. (Students help cut bread and put on margarine.)

Conclusion: Yum Yum says/signs, "What did we use for the cheese?" He holds up the grater. "Did we use the grater? (Get appropriate response.) Yes, we used the grater for the cheese. We will put the bread and cheese in the oven for a few minutes. Now we can eat the cheese and bread." When custard's ready, Yum Yum says/signs, "Oh, what a treat. Now we can eat the custard." Students help give out plates, spoons and napkins. They help dish out custard. Yum Yum says/signs, "And now it's time for me to go.

Good-bye, good-bye, good-bye, I say.
I'll see you on another day."

Yum Yum is put back in box.

Evaluation: Teacher puts beater, measuring cups, measuring spoons and grater on table. Teacher asks, "Which object is a beater?" Students are helped to give appropriate response. Teacher reinforces response by verbalizing. "Yes, this is a beater." Procedure is repeated with each object and for each student.

THEME: HOW IS YOUR FOOD PREPARED?

Baked Custard*

2 cups milk plus 2 tablespoons powdered milk
2 eggs, well beaten
2-3 tablespoons honey
1 teaspoon vanilla extract

1. Beat the powdered milk into the whole milk or you may use all powdered milk and water.
2. Beat the eggs into the milk, and add honey and vanilla extract.
3. Pour mixture into lightly oiled or buttered custard cups or one baking dish. Place them in a pan of hot water filled to halfway up the sides of the cups or dish. Bake at 350° F for about 50 minutes, until a knife inserted in the center comes out clean.

Utensils

measuring cups
measuring spoons
custard cups or baking dish
knife
bowl
beater
oven

Melted Cheese Chews**

1. Cut whole wheat bread into strips or triangles
2. Spread with margarine
3. Grate cheese
4. Sprinkle cheese on bread
5. Toast in oven, broiler or toaster oven until melted
6. Eat

Utensils

knife
grater
oven

*Creative Food Experiences for Children
**Nutrition Activities: Preschool and Parents

THEME: HOW IS YOUR FOOD PREPARED?

Educational Objective

Students will observe and, where possible, help prepare a meal in their homes.

Problem: What food did we make at home? How did we help make the food?

Materials: questionnaire, food samples from home, plates, napkins, cutlery

INSTRUCTIONS TO TEACHER--This lesson contains three sample recipes with examples of how the student can assist in preparation. The recipes can be sent to student's home with a letter asking parents to prepare one of the recipes with the student's help. The parent is asked to send a sample of the food to the class. The parent is asked to fill out a questionnaire such as the one with this lesson. In class, Yum Yum will follow up on the responses to the questionnaire and reinforce whatever student has done at home.

Procedure: Repeat initial procedure until Yum Yum's song. After the song,

Yum Yum says/signs, "Oh, boys and girls, Today you have a surprise for me. You have brought some food that you made at home. Wasn't it fun to make the food?" (Each student has a sample of the food he made in front of him/her.) Yum Yum says/signs, "Oh, let me see what you did at home." (The questionnaires are on the table.) Yum Yum picks up one of the food items. He says/signs, "Oh, (name of student), you made cornbread." Yum Yum holds up food. "You helped stir. Show me how you stir with the spoon?" Yum Yum makes stirring motion. Student is helped to make motion. Yum Yum takes each questionnaire and repeats procedure.

Conclusion: Yum Yum says/signs, "(Name of student) stirred, (name of student), show us how you stirred, etc. Now let us share our food." Yum Yum holds up each food and everyone claps. Aide helps student pass out plates, napkins, etc. and divides all the food. Yum Yum says/signs, "It's time for me to go now."

"Good-bye, good-bye, good-bye I say.
I'll see you on another day."

Yum Yum is put back in box.

Evaluation: Teacher asks, "Who can show me how to stir? (Helps get appropriate response.) Who can show me hot to beat, etc.?"

THEME: HOW IS YOUR FOOD PREPARED?

Sample Questionaire

1. Did your child like the food?

   Yes _____ No _____

2. Did your child help make the food?

   Yes _____ No _____

3. How did your child help make the food?

   a. measure _____
   b. cut _____
   c. stir _____
   d. pour _____
   e. serve _____

4. Would you be willing to participate in more of these activities?

   Yes _____ No _____

5. Comments or suggestions

THEME: HOW IS YOUR FOOD PREPARED?

Creamy Rice Pudding*

1 2/3 cups uncooked brown rice
1/2 tsp. salt
1 cup apples chopped
1/4 tsp. cinnamon or nutmeg
2 1/2 cups low fat milk
1/2 cup seedless raisins
1 or 2 tsp. (or to taste) maple syrup or honey (if desired)

1. Combine all ingredients in top of double boiler or on low heat.
2. Cook covered (over boiling water, if using double boiler) until rice is tender and milk is almost absorbed (approximately one hour) stirring frequently.
3. Serve warm.
4. Makes 6-8 servings.

*Creative Food Experiences for Children.

THEME: HOW IS YOUR FOOD PREPARED?

Moist Corn Bread*

1 cup cornmeal
1 cup whole wheat flour
3 tablespoons soy grits
2 teaspoons baking powder
1/2 tsp. baking soda
1/2 tsp. salt
1 egg beaten
3 cups buttermilk or yogurt
1/4 cup oil
1/4 honey

1. Stir together all of the dry ingredients in a large bowl.
2. Stir the liquid ingredients together in a separate bowl and then stir them into the dry ingredients. Mix only enough to combine the ingredients thoroughly. Less mixing will make a more tender bread.
3. Pour the batter into an oiled 7" x 11" or 9" x 9" pan.
4. Bake at 350° for 40-50 minutes. The top will spring back when the bread is done, and a tester should come out clean.
5. Eat with butter or honey.

*Recipes for a Small Planet

THEME: HOW IS YOUR FOOD PREPARED?

Pancakes

2 eggs, beaten
1 1/2 cups milk
1 teaspoon honey
3 tablespoons oil
1 1/2 cups whole wheat flour
1/4 teaspoons salt
2 teaspoons baking powder

1. Beat 2 eggs
2. Add milk, honey and oil.
3. Beat mixture.
4. Add flour, salt and baking powder.
5. Beat.
6. Drop the batter by spoonfuls onto an oiled frying pan.

THEME: HOW IS YOUR FOOD PREPARED?

Extenders:
- making place mats (cut out pictures from magazines, paste on cardboard and cover with clear contact paper).
- plant a bean.
- grow plant from sweet potato
- making sprouts (alfalfa, beans, lentils)
- provide opportunities to use measuring equipment and utensils.
- visit a grocery or farm.
- grow a garden.

BIBLIOGRAPHY

American Guidance Service, Inc., Peabody Language Development Kit-Level P, 1968.

A Total Communication Program for the Severely and Profoundly Handicapped, Board of Education of the City of New York, Division of Special Education Speech Program Unit, 1980.

Behavioral Characteristics Progression (BCP), Vort Corporation, Santa Cruz County Office of Education, Palo Alto, CA 94306, 1973.

Ewald, Ellen Buchman, Recipes for a Small Planet, Ballantine Books, New York, 1973.

Ferreira, Nancy, Mother-Child Cookbook, Pacific Coast Publishers, Menlo Park, CA 94025, 1969.

Goodwin, Mary T. and Pollen, Gerry, Creative Food Experiences for Children, Distributed by Center for Science in the Public Interest, Washington, DC, 20009, 1974.

National Dairy Council, "Food . . . Early Choices Kit", Rosemont, IL 60028, 1981.

Nutrition Activities Resource Guide, Board of Education, City of New York, Division of Special Education, Office of Program Development, Curriculum Development Unit, Brooklyn, NY 11201, 1983.

Nutrition Education, Grades K-3, University of the State of New York, The State Education Department, Bureau of School Health and Education Services, Albany, NY 12233, 1979.

Track IV Curriculum Model of Individualized Education Planning for the Severely and Profoundly Retarded, Board of Education, City of New York, Division of Special Education, Brooklyn, NY 11201, 1981.

Track IV In Depth Analysis, Board of Education of the City of New York, Division of Special Education, Brooklyn, NY 11201, 1980.